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ABSTRACT

Intended to assure equal access of historically underrepresented and ethnic minority students while maintaining excellence in academic standards, Mount San Jacinto College (MSJC), in California, developed this student equity plan. An executive summary reviews state legislation mandating the development of student equity plans, the goals and initiatives of MSJC's plan, and student equity indicators used at the college. The second section provides background information to the development of the plan, while the third provides tables of results from surveys of faculty, staff, and students regarding the campus environment. The fourth section discusses student access at MSJC, providing data on the percentages of ethnic groups in the college service area and student body and suggesting that the college funding base be increased so that all students have access to college. Sections 5 through 8 then provide data by ethnic group and gender on basic skills completion, successful course completion, degree and certificate completion, and transfer. The final section describes MSJC's annual review model. Appendixes include the texts of California Assembly Bill 4071, related to campus climate, and Division 6 of Title 5 of the California Code of Regulations, related to student equity; survey instruments; MSJC's guarantee of nondiscrimination; an affirmative action plan; data on annual hires; MSJC's sexual harassment policy; campus goals related to affirmative action and the Transfer Center; and a list of members of the Student Equity Committee. (TGI)

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MT. SAN JACINTO COLLEGE
Student Equity Plan

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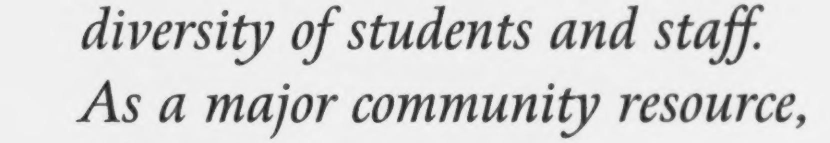
It is the mission of Mt. San Jacinto College to provide excellent academic, career and life-long learning programs in a student-centered environment while meeting the needs of the diverse communities and populations served, and to promote the cultural and ethnic diversity of students and staff. As a major community resource, the college also provides programs for personal enrichment and cultural opportunities for the entire community.



ADOPTED BY THE MT. SAN JACINTO COLLEGE BOARD OF TRUSTEES ON MAY 10, 1994

Mt. San Jacinto College Student Equity Plan

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Submitted by
Mt. San Jacinto Community College
September 1995

Acknowledgments

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Mt. San Jacinto College Student Equity Plan

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Executive Summary

Legislation

The Student Equity Policy adopted by the Board of Governors in September 1992 requires districts in the community college system to develop student equity plans. The intent is to assure that the college population reflects the diversity of the college's demographic area and to increase the access, success, transfer, and completion of degrees and certificates of historically underrepresented and ethnic minority students. During Spring 1993, the Chancellor's Office of the California Community Colleges established regulations on student equity, mandating the development of student equity plans. The definition of "Student Equity" can be found in Subchapter 4, section 54220, Division 6 of Title 5 of the California Code of Regulations (see Appendix A).

Goals and Initiatives

The majority of historically underrepresented students currently enrolled in higher education are enrolled in community colleges. Consequently, the success of these students depends upon the community college system's ability to retain and educate them. After seeking input from all college sectors, the Student Equity Committee has identified barriers and set goals in order to assure that all students and potential students of Mt. San Jacinto College, specifically those who have been historically underrepresented in higher education, feel welcome and have equal opportunities for educational success.

The *Student Equity Plan* addresses the following indicators: Campus Climate, Access, Basic Skills and ESL, Course Completion, Degrees and Certificates, and Transfer. Each section of the plan begins with a chart which includes and explains the research. Following each chart is a section entitled Research Implications which summarizes the data. Then the Goals are presented with charts which identify barriers, implementation strategies, accountability, timelines, resources, and evaluation benchmarks.

The following goals serve as student equity indicators:

- **Campus Climate**:
  To enhance the campus climate at MSJC so that all students and employees feel welcome; To increase awareness of and sensitivity toward historically underrepresented groups among all students and employees

- **Access:**
  To establish an ethnic distribution of enrollment that reflects the adult population of our service area by 2000; To increase college funding base so that all students, specifically historically underrepresented students, have access to college

- **Basic Skills**:
  To improve by 5% a year the percentage of students who successfully complete the degree-applicable course in English within six semesters of having completed the final ESL course; To improve by 5% a year the percentage of students who successfully complete the degree-applicable course in English and math within six semesters of having completed the final basic skills course

- **Successful Course Completion**:
  To increase completion rates by 5% a year for each historically underrepresented group; To reduce the difference between all groups to a maximum of 10% by 2000; To maintain standards of rigor throughout the process

- **Degree and Certificate Completion**:
  To increase the total number of degrees and certificates awarded by 10% a year; To ensure that the ethnic distribution of degree and certificate recipients is equal to the enrollments four years earlier

- **Transfer**:
  To increase by 5% a year the number of students who transfer; To ensure that the ethnic distribution of transfer students is within 2% of the enrollments four years earlier

The Student Equity Committee will oversee efforts to achieve these goals.

Resources

The offices and departments responsible for the implementation of goals will be responsible for seeking appropriate funding avenues for the achievement of these goals. The Student Equity Committee will also monitor implementation, accountability, target completion dates, and evaluation benchmarks.

Conclusion

It is the mission of Mt. San Jacinto College to provide excellent academic, career and life-long learning programs in a student-centered environment while meeting the needs of the diverse communities and populations served, and to promote the cultural and ethnic diversity of students and staff. As a major community resource, the college also provides programs for personal enrichment and cultural opportunities for the entire community.

The Student Equity Plan reflects the college community's involvement in and commitment to this purpose.

For additional information about Mt. San Jacinto College's Student Equity Plan, please contact Dana Reece Baylard in the Office of Research.

Introduction and Background

Plan Development

This plan exemplifies the collaborative work of representatives from all college constituencies, led by the Student Equity Committee, a committee comprised of students, faculty, staff, and management. The initial charge of the committee was to develop a Student Equity Plan that would be reviewed and revised within the college's shared governance procedure.

Mt. San Jacinto College has designated student equity as a significant part of the ongoing planning agenda coordinated by the Office of Research to insure wide range involvement of all segments of the campus. The focus of the Student Equity Committee has been to assure equal access while maintaining excellence in academic standards.

Methodology and Limitations

The State recommended student equity indicators were utilized to guide student equity research at Mt. San Jacinto College. In order to assess campus climate, Mt. San Jacinto College utilized a comprehensive questionnaire to appraise new, ongoing, and former students. Similar surveys were distributed to faculty, staff, and managers. Additional research focused on area demographics, student body demographics, ESL and basic skills completion rates, successful course completion rates, degree and certificate completion rates, and transfer rates.

Campus Climate

Faculty Responses

Diversity Issues Within Faculty

Faculty Relationships With Students, Staff, and Faculty

Faculty Perception of MSJC Campus Climate

Staff Responses

Staff Experiences and Perceptions

Staff Perception of MSJC Campus Climate

Student Responses

Questions Revealing Concerns

Differences Among Ethnic and Gender Groups

Discrimination/Bias Experience

Student Perception of Campus Climate

Research Implications

The California Postsecondary Education Commission (CPEC) published three documents (1990-1992) in which it examined the relationship between campus climate and student equity. These documents respond in part to Assembly Bill 4071 (Vasconcellos, 1988), which directed the Commission to investigate the feasibility of developing an educational assessment system for California higher education. CPEC recommends that all California institutions of higher education assess campus climate as it relates to equity in order to assure that all historically underrepresented students feel welcome and supported in their pursuit of educational advancement.

The purpose of this research is to assess the extent to which MSJC campuses provide a welcome and supportive environment for students of special groups. These groups include ethnic groups, racial groups, women, disabled students, and a variety of groups which were addressed less comprehensively, including gays and lesbians and age groups.

Questionnaires were administered to students in two ways: by mail (former, current, and potential students) and in classrooms (Summer, 1995). Questionnaires for full-time faculty and all staff were administered during the Fall Pre-College meeting (1995), and additional surveys were distributed to all offices to assure that all staff were able to participate.

Additionally, a memorandum was sent to all managers, faculty, staff, ASB, and student clubs inviting suggestions for enhancing campus climate, and interviews were conducted of faculty and staff who could provide additional information in relation to the assessment of campus climate. The suggestions generated by the interviews and memorandum were incorporated into the Barriers, Implementation Strategy, and Accountability sections of the report.

Research Summary

Questions:

- Does Mt. San Jacinto College provide a welcoming and supportive environment?
- Do students experience bias?
- Is the campus climate friendly and welcoming to faculty and staff?
- Do faculty and staff (including administrators and managers) provide a friendly and welcoming environment?

Conclusions:

- Mt. San Jacinto College is a friendly and welcoming place for most students and faculty according to questionnaire responses.
- Most students from special groups expressed a need for further multi-cultural enrichment.
- Significant discrepancies exist within faculty concerning demographic representation, equality for student groups, and sexist and racist behaviors.
- A significant number of faculty respondents expressed a distinct disinterest in attending workshops concerning special groups.
- A significant portion of staff respondents expressed that disparaging comments, sexist and racist behavior, and rude treatment existed within faculty, staff, and administration.
- Assessment of campus climate was more neutral for staff.

Goal: To enhance the campus climate at MSJC so that all students and employees feel welcome.

Goal: To increase awareness of and sensitivity toward historically underrepresented groups among all students and employees.

FACULTY

Note "occasionally/seldom" responses on questions 10d and 10f
Note "stongly agree" and "agree" responses on 46a and 46c

SUMMARY OF 56 FORMS : 10. I have seen or heard about sexist behavior initiated by:

(56) d. male faculty

Frequencies (Percents; Counts):
5.6%; 3 frequently
35.2%; 19 occasionally/seldom
50.0%; 27 never
9.3%; 5 doesn't apply/don't know

Statistics: Replies 54; Forms 56

(57) e. female students

Frequencies (Percents; Counts):
3.7%; 2 frequently
25.9%; 14 occasionally/seldom
59.3%; 32 never
11.1%; 6 doesn't apply/don't know

Statistics: Replies 54; Forms 56

(191) 46. The highest priorities on this campus in terms of students should be to enhance support for: a. all students

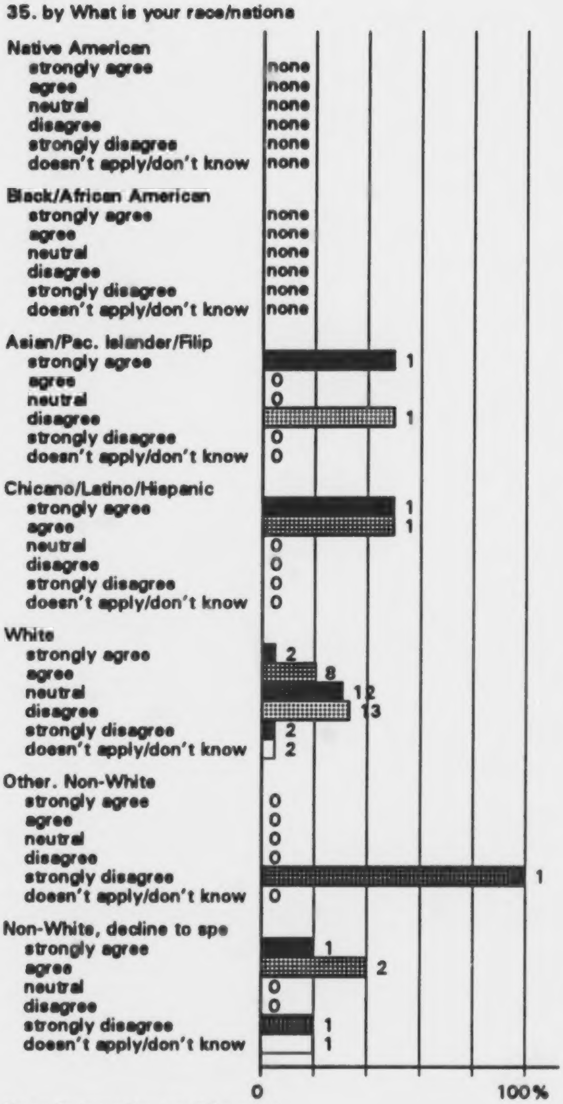
Frequencies (Percents; Counts):
81.5%; 44 strongly agree
16.7%; 9 agree
0.0%; 0 neutral
0.0%; 0 disagree
0.0%; 0 strongly disagree
1.9%; 1 doesn't apply/don't know

Statistics: Replies 54; Forms 56

(193) c. recruitment of women students

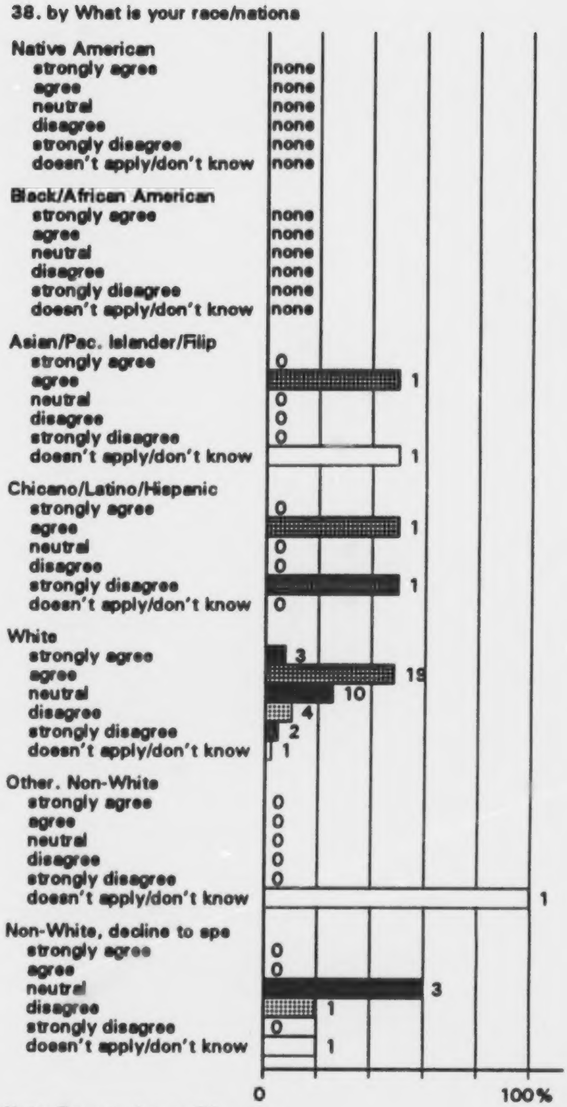
Frequencies (Percents; Counts):
7.4%; 4 strongly agree
18.5%; 10 agree
33.3%; 18 neutral
24.1%; 13 disagree
9.3%; 5 strongly disagree
7.4%; 4 doesn't apply/don't know

Statistics: Replies 54; Forms 56



Note: Frequencies on 54 replies.

35. The percentage of minority faculty should reflect the percentage of minority students at MSJC.



Note: Frequencies on 54 replies.

38. MSJC is responsive to the diverse needs of the changing demographics of our student body.

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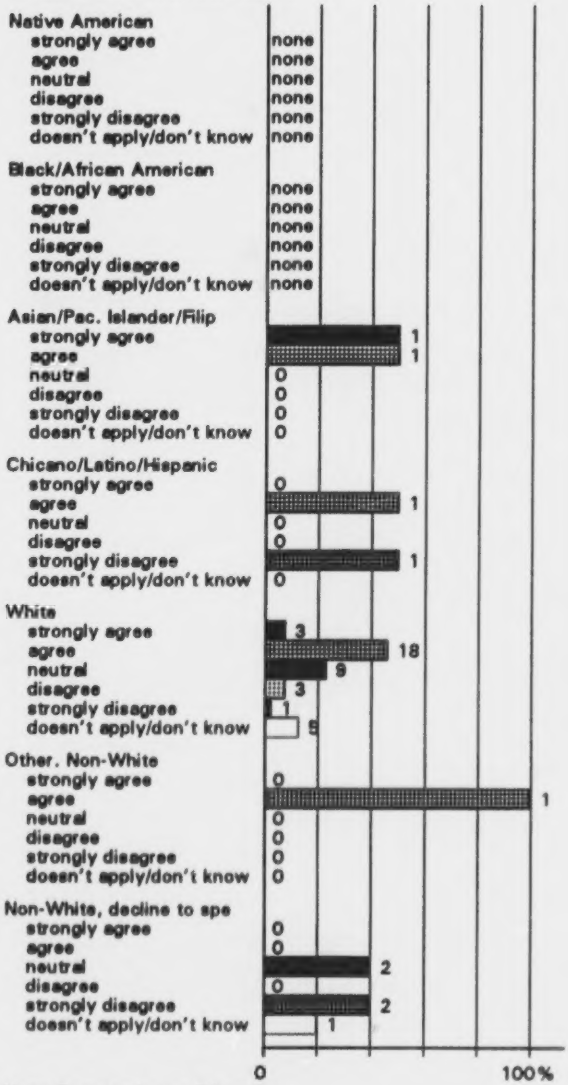

42. by What is your race/nationa

Note: Frequencies on 54 replies.

42. MSJC is committed to increasing the numbers and percentages of ethnic minorities in classified, faculty, and administrative positions

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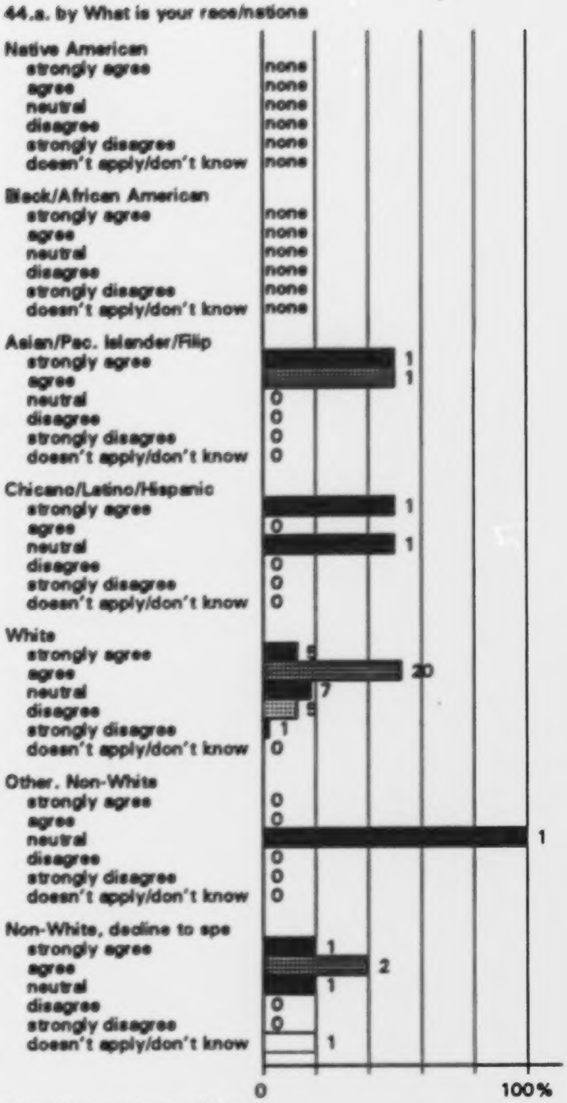

Note: Frequencies on 53 replies.

44. In my opinion, special programs and policies: a)are necessary to attract students from a variety of ethnic groups

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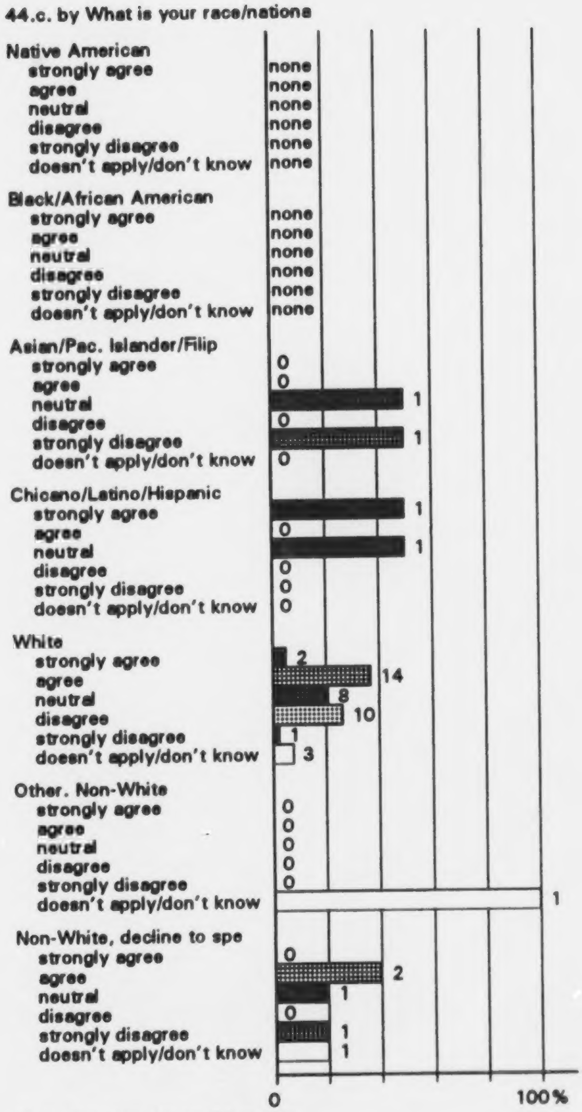

Note: Frequencies on 53 replies.

44. In my opinion, special programs and policies: c)lead to resentment among students

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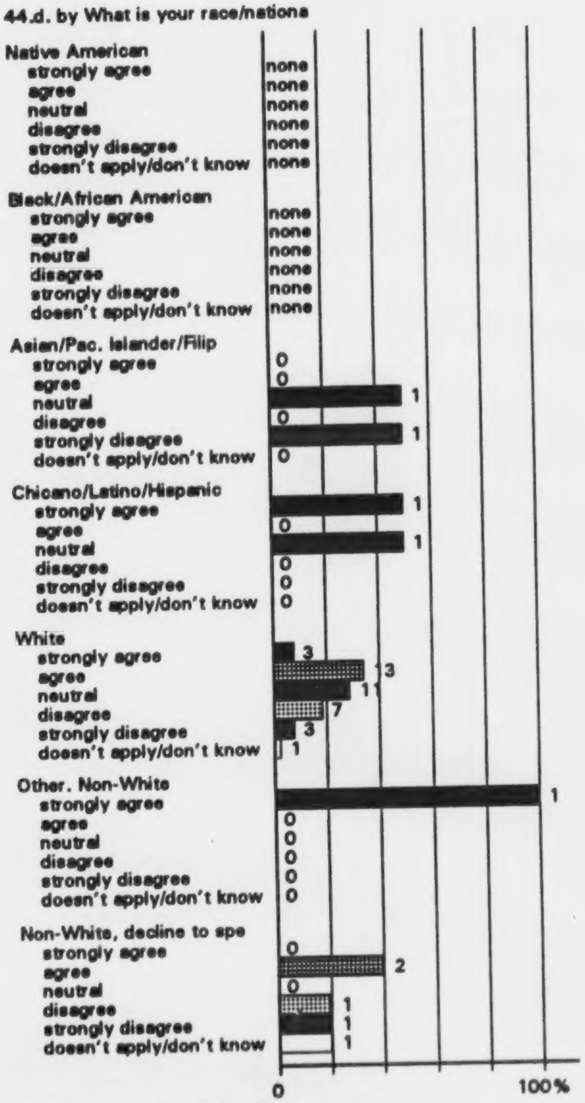

Note: Frequencies on 53 replies.

44. In my opinion, special programs and policies: d)lead to resentment among faculty members

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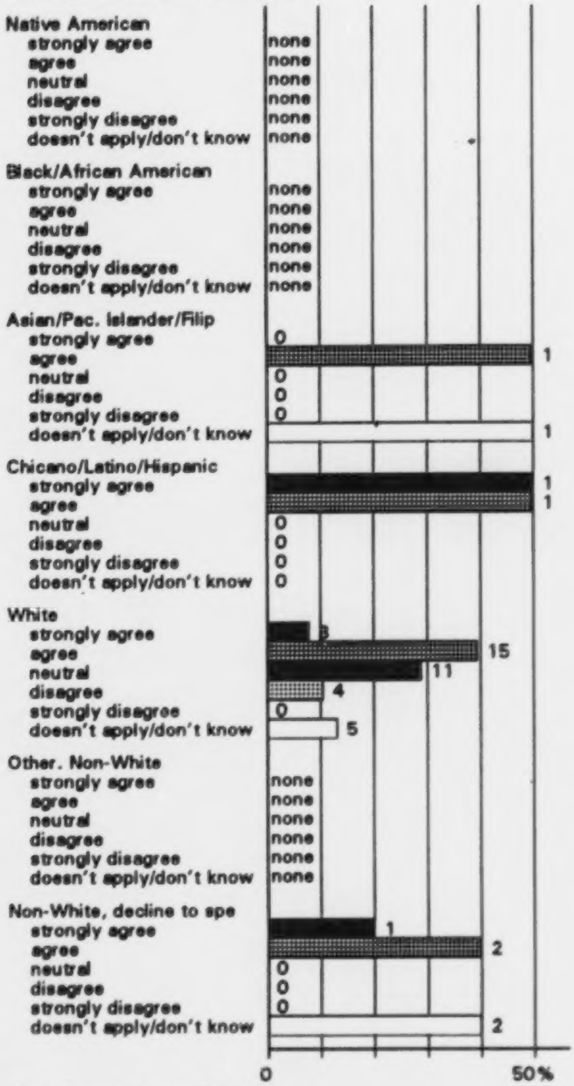
49.a. by What is your race/nationa



Note: Frequencies on 51 replies.

49. Greater equality could be achieved with respect to individuals from ethnic groups traditionally underrepresented on the faculty by: a)enhancing resources available for their recruitment

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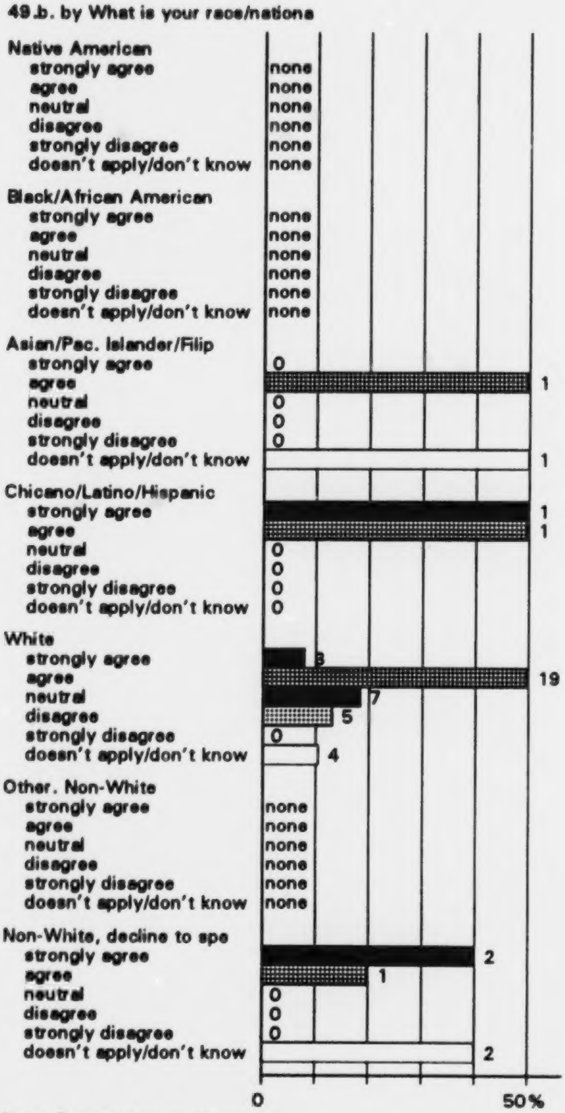
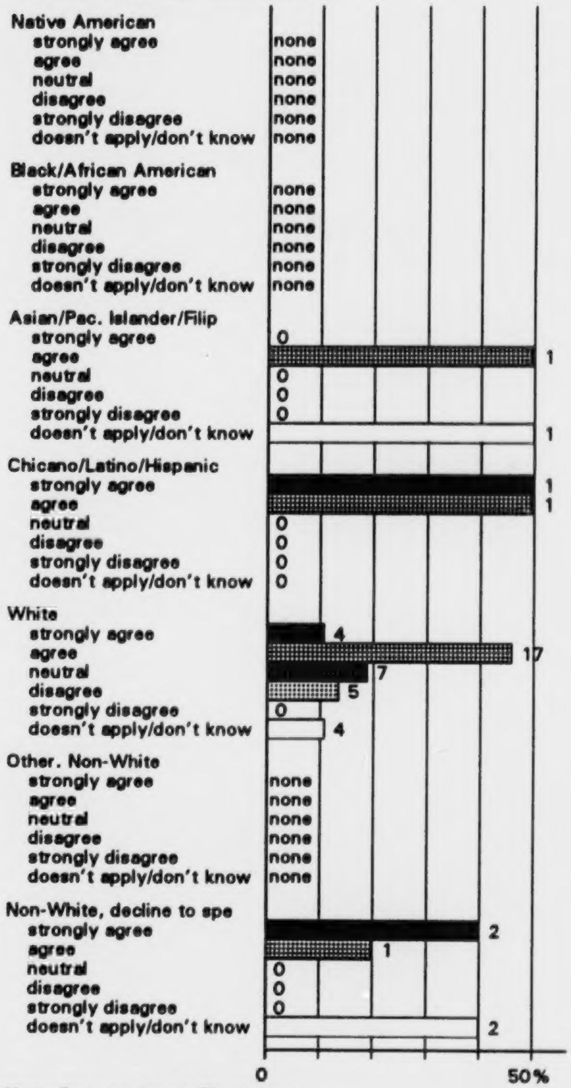


Note: Frequencies on 51 replies.

49. Greater equality could be achieved with respect to individuals from ethnic groups traditionally underrepresented on the faculty by: b)developing mentorships for those hired

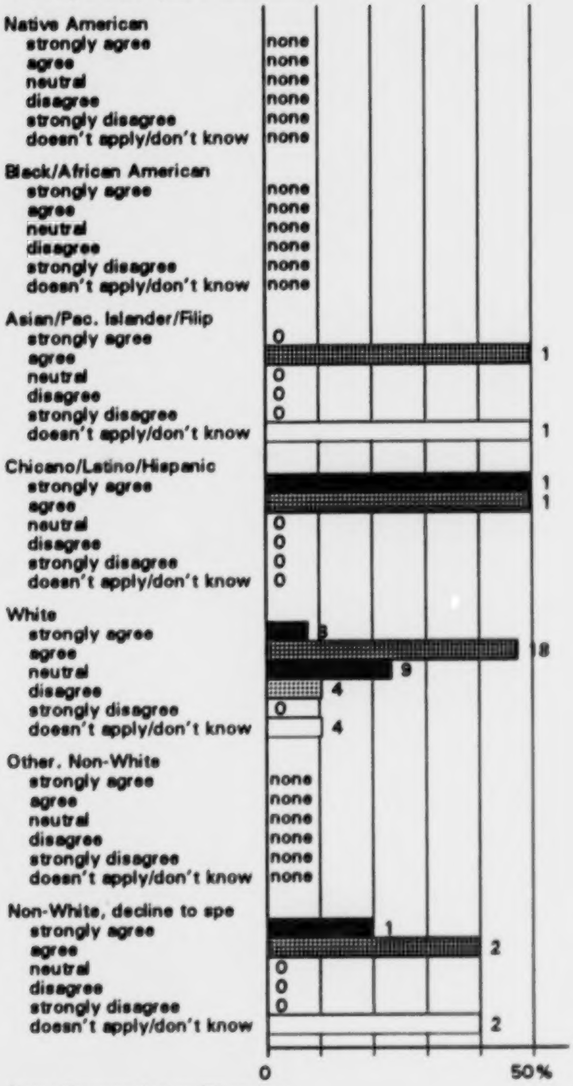
49.c. by What is your race/nationa



Note: Frequencies on 50 replies.

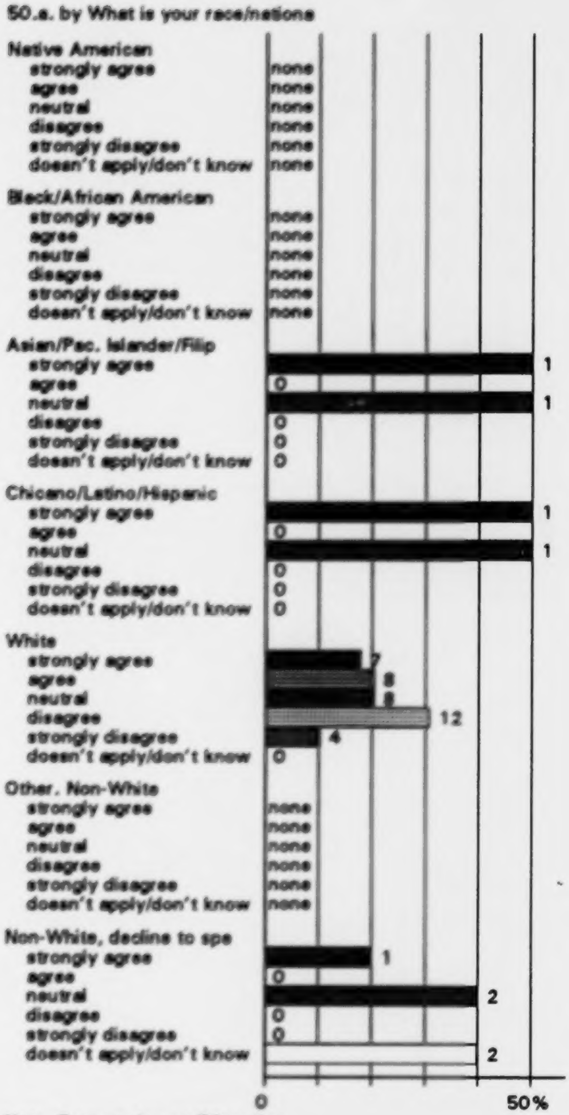
49. Greater equality could be achieved with respect to individuals from ethnic groups traditionally underrepresented on the faculty by: c)enhancing resources available for retention

49.d. by What is your race/nationa



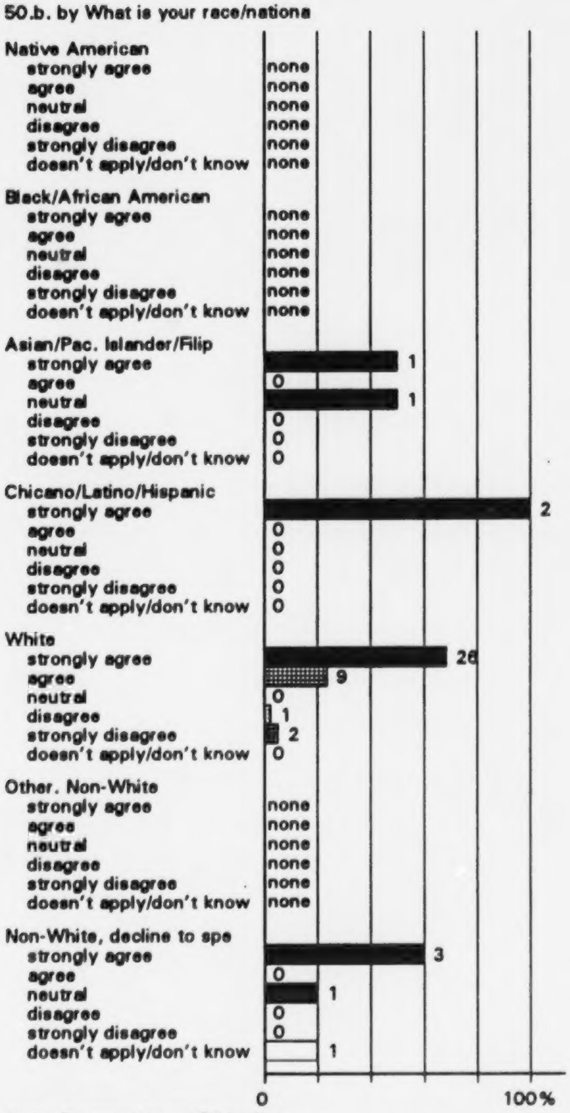
Note: Frequencies on 51 replies.

49. Greater equality could be achieved with respect to individuals from ethnic groups traditionally underrepresented on the faculty by: d)involving them in professional activities



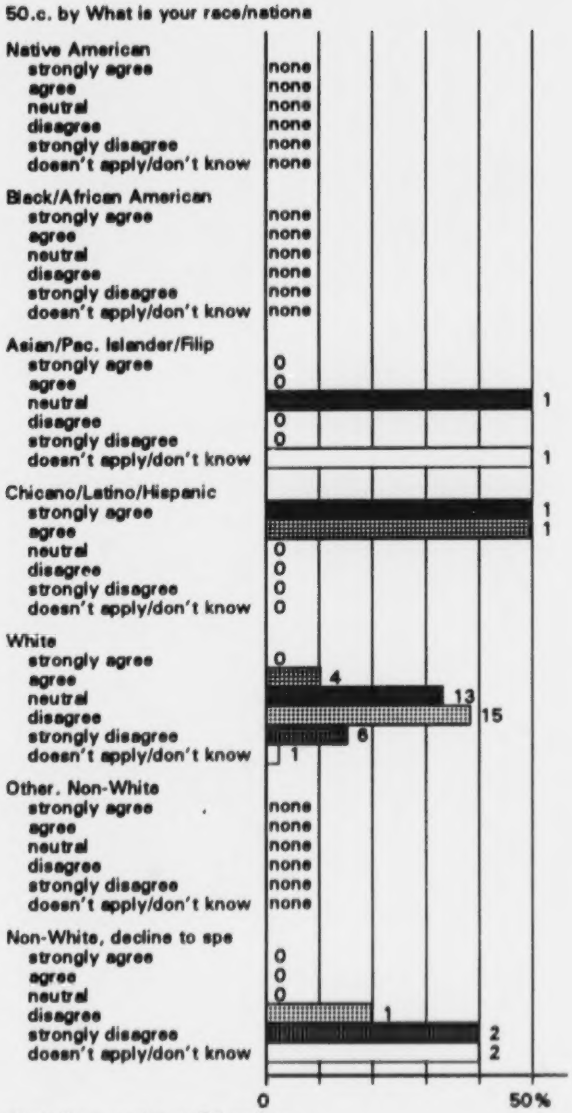
Note: Frequencies on 52 replies.

50. The highest priorities for the campus in hiring faculty should be: a)enhancing the prestige of the campus



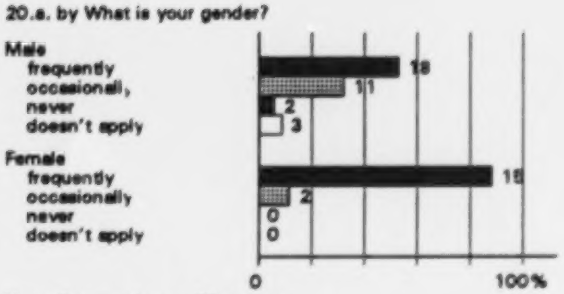
Note: Frequencies on 51 replies.

50. The highest priorities for the campus in hiring faculty should be: b)selecting the most qualified regardless of ethnic group



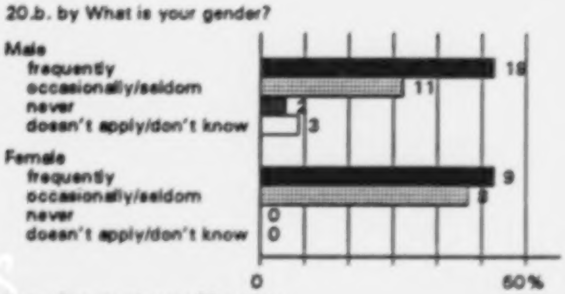
Note: Frequencies on 52 replies.

50. The highest priorities for the campus in hiring faculty should be: c)selecting those who are qualified and of the same ethnic group as the student body as a whole



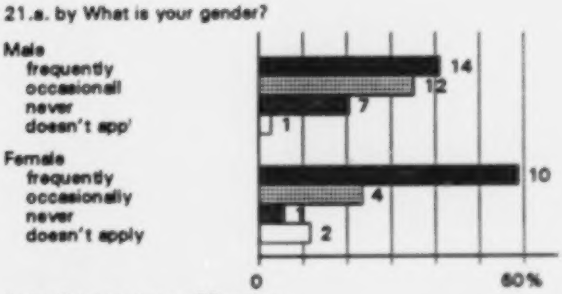
Note: Frequencies on 55 replies.

20. I mentor students who are of: a)my gender



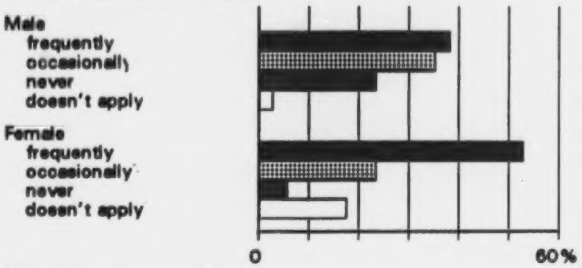
Note: Frequencies on 55 replies.

20. I mentor students who are of: b)the opposite gender



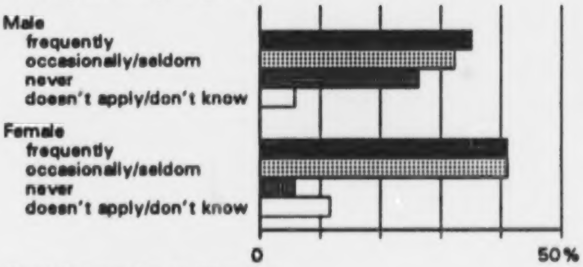
Note: Frequencies on 55 replies.

21. I would be interested in attending a faculty workshop(s) on issues pertaining to: a)ethnic minorities


21.b. by What is your gender?

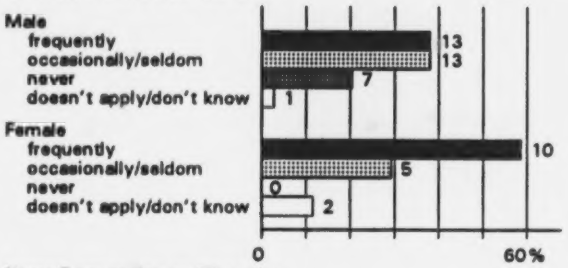
Note: Frequencies on 55 replies.

21. I would be interested in attending a faculty workshop(s) on issues pertaining to: b)women


21.d. by What is your gender?

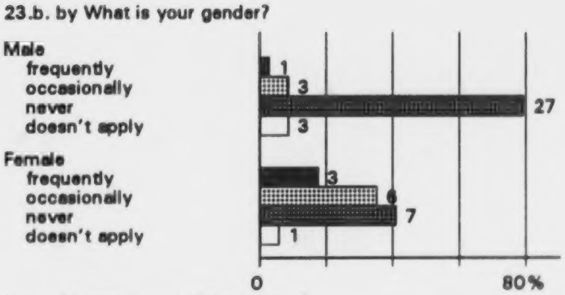
Note: Frequencies on 55 replies.

21. I would be interested in attending a faculty workshop(s) on issues pertaining to: d)gays and lesbians


21.c. by What is your gender?

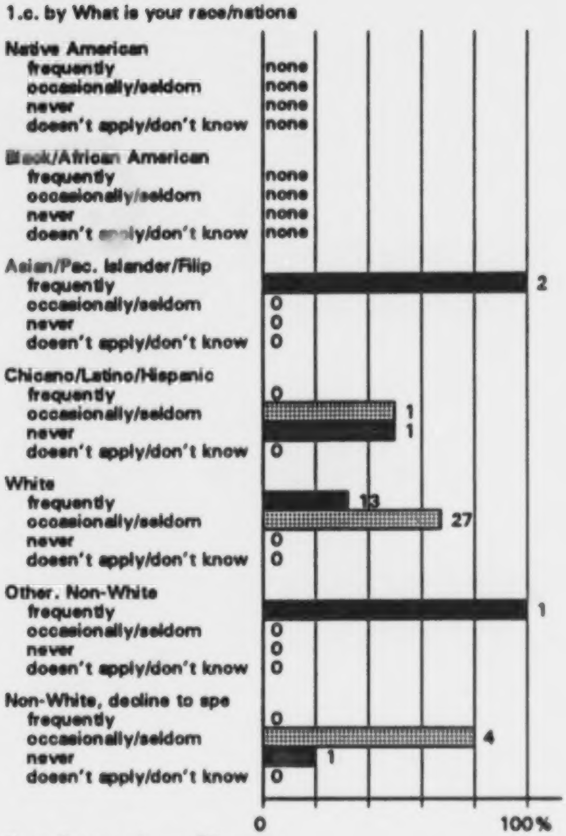
Note: Frequencies on 55 replies.

21. I would be interested in attending a faculty workshop(s) on issues pertaining to: c)people with disabilities



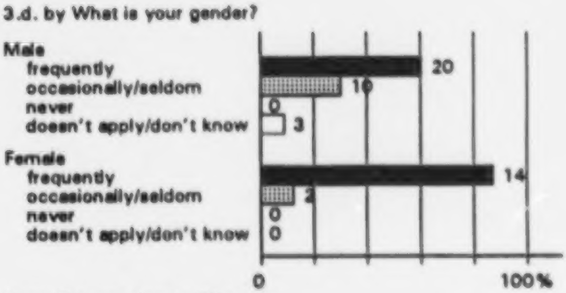
Note: Frequencies on 55 replies.

23. At MSJC, I have been discriminated against recently because of my: b)gender



Note: Frequencies on 55 replies.

1. My relationship with other faculty members generally: c)includes personal acquaintanceships



Note: Frequencies on 53 replies.

3. I collaborate professionally with faculty and/or staff of: d)the opposite gender

SUMMARY OF 56 FORMS

4. I interact socially with faculty and/or staff of: a. my ethnic group

Frequencies (Percents; Counts):
46.3%; 25 frequently
38.9%; 21 occasionally/seldom
9.3%; 5 never
5.6%; 3 doesn't apply/don't know

Statistics: Replies 54; Forms 56

b. other ethnic groups

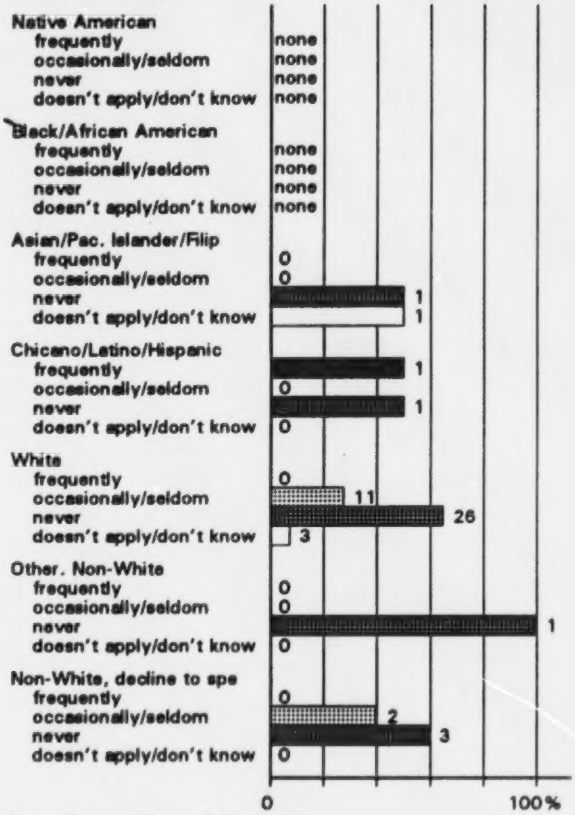
Frequencies (Percents; Counts):
44.4%; 24 frequently
42.6%; 23 occasionally/seldom
7.4%; 4 never
5.6%; 3 doesn't apply/don't know

Statistics: Replies 54; Forms 56

c. my gender

Frequencies (Percents; Counts):
48.1%; 26 frequently
44.4%; 24 occasionally/seldom
3.7%; 2 never
3.7%; 2 doesn't apply/don't know

Statistics: Replies 54; Forms 56


2.f. by What is your race/nationa

Note: Frequencies on 56 replies.

2. I am treated rudely at MSJC by: f)faculty, staff, or administrators of all ethnic groups

SUMMARY OF 56 FORMS

Please describe your perceptions of this campus in regard to issues of diversity. Please circle one number on each of the following scales which best characterizes the climate at MSJC.

For example, if you think the atmosphere here is very relaxed, circle "1". If it is very tense, circle "5".

(220) Relaxed Tense

Frequencies (Percents; Counts):
21.2%; 11 High 1 28.8%; 15 Rated 3 3.8%; 2 Low 5
36.5%; 19 Rated 2 9.6%; 5 Rated 4

Statistics: Forms 56; Mean 2.38; Std Dev 1.05

(221) Comfortable Uncomfortable

Frequencies (Percents; Counts):
19.2%; 10 High 1 17.3%; 9 Rated 3 1.9%; 1 Low 5
48.1%; 25 Rated 2 13.5%; 7 Rated 4

Statistics: Forms 56; Mean 2.31; Std Dev 1.00

(222) Friendly Hostile

Frequencies (Percents; Counts):
30.8%; 16 High 1 21.2%; 11 Rated 3 3.8%; 2 Low 5
42.3%; 22 Rated 2 1.9%; 1 Rated 4

Statistics: Forms 56; Mean 2.06; Std Dev 0.98

(223) Communicative Reserved

Frequencies (Percents; Counts):
13.5%; 7 High 1 30.8%; 16 Rated 3 11.5%; 6 Low 5
36.5%; 19 Rated 2 7.7%; 4 Rated 4

Statistics: Forms 56; Mean 2.67; Std Dev 1.17

(224) Concerned Indifferent

Frequencies (Percents; Counts):
13.5%; 7 High 1 32.7%; 17 Rated 3 5.8%; 3 Low 5
36.5%; 19 Rated 2 11.5%; 6 Rated 4

Statistics: Forms 56; Mean 2.60; Std Dev 1.05

(225) Respectful Disrespectful

Frequencies (Percents; Counts):
28.8%; 15 High 1 28.8%; 15 Rated 3 3.8%; 2 Low 5
38.5%; 20 Rated 2 0.0%; 0 Rated 4

Statistics: Forms 56; Mean 2.12; Std Dev 0.96

(226) Cooperative Competitive

Frequencies (Percents; Counts):
21.2%; 11 High 1 36.5%; 19 Rated 3 1.9%; 1 Low 5
38.5%; 20 Rated 2 1.9%; 1 Rated 4

Statistics: Forms 56; Mean 2.25; Std Dev 0.88

(227) Sensitive Insensitive

Frequencies (Percents; Counts):
11.5%; 6 High 1 23.1%; 12 Rated 3 3.8%; 2 Low 5
51.9%; 27 Rated 2 9.6%; 5 Rated 4

Statistics: Forms 56; Mean 2.42; Std Dev 0.96

(228) Welcoming Unwelcoming

Frequencies (Percents; Counts):
21.2%; 11 High 1 25.0%; 13 Rated 3 3.8%; 2 Low 5
44.2%; 23 Rated 2 5.8%; 3 Rated 4

Statistics: Forms 56; Mean 2.27; Std Dev 0.99

(229) Supportive Unsupportive

Frequencies (Percents; Counts):
17.3%; 9 High 1 26.9%; 14 Rated 3 1.9%; 1 Low 5
44.2%; 23 Rated 2 9.6%; 5 Rated 4

Statistics: Forms 56; Mean 2.35; Std Dev 0.95

(230) Accepting Unaccepting

Frequencies (Percents; Counts):
23.1%; 12 High 1 36.5%; 19 Rated 3 3.8%; 2 Low 5
36.5%; 19 Rated 2 0.0%; 0 Rated 4

Statistics: Forms 56; Mean 2.25; Std Dev 0.95

(231) Tolerant Intolerant

Frequencies (Percents; Counts):
23.1%; 12 High 1 34.6%; 18 Rated 3 1.9%; 1 Low 5

34.6%; 18 Rated 2   5.8%; 3 Rated 4

Statistics: Forms 56; Mean 2.29; Std Dev 0.96

(232) Flexible   Structured

Frequencies (Percents; Counts):
19.2%; 10 High 1   30.8%; 16 Rated 3   5.8%; 3 Low 5
30.8%; 16 Rated 2   13.5%; 7 Rated 4

Statistics: Forms 56; Mean 2.56; Std Dev 1.13

(233) Open   Closed

Frequencies (Percents; Counts):
15.4%; 8 High 1   34.6%; 18 Rated 3   1.9%; 1 Low 5
36.5%; 19 Rated 2   11.5%; 6 Rated 4

Statistics: Forms 56; Mean 2.48; Std Dev 0.96

Please describe your feelings about how you are viewed on this campus.

(234) Respected Disrespected

Frequencies (Percents; Counts):

34.0%; 18 High 1	15.1%; 8 Rated 3	3.8%; 2 Low 5
45.3%; 24 Rated 2	1.9%; 1 Rated 4	

Statistics: Forms 56; Mean 1.96; Std Dev 0.96

(235) Admired Resented

Frequencies (Percents; Counts):

15.1%; 8 High 1	41.5%; 22 Rated 3	3.8%; 2 Low 5
35.8%; 19 Rated 2	3.8%; 2 Rated 4	

Statistics: Forms 56; Mean 2.45; Std Dev 0.93

(236) Intelligent Unintelligent

Frequencies (Percents; Counts):

26.4%; 14 High 1	22.6%; 12 Rated 3	1.9%; 1 Low 5
45.3%; 24 Rated 2	3.8%; 2 Rated 4	

Statistics: Forms 56; Mean 2.09; Std Dev 0.90

(237) Valued Demeaned

Frequencies (Percents; Counts):

24.5%; 13 High 1	26.4%; 14 Rated 3	3.8%; 2 Low 5
45.3%; 24 Rated 2	0.0%; 0 Rated 4	

Statistics: Forms 56; Mean 2.13; Std Dev 0.92

(238) Encouraged Discouraged

Frequencies (Percents; Counts):

28.3%; 15 High 1	30.2%; 16 Rated 3	3.8%; 2 Low 5
35.8%; 19 Rated 2	1.9%; 1 Rated 4	

Statistics: Forms 56; Mean 2.17; Std Dev 0.99

(239) Hard-Working Lazy

Frequencies (Percents; Counts):

49.1%; 26 High 1	11.3%; 6 Rated 3	1.9%; 1 Low 5
37.7%; 20 Rated 2	0.0%; 0 Rated 4	

Statistics: Forms 56; Mean 1.68; Std Dev 0.83

STAFFS' EXPERIENCES & PERCEPTIONS

Occasionally/Seldom Responses:

Question #2: I am treated rudely at MSJC by:

a. faculty, staff, or administrators of my ethnic group

Male: 27.3%
Female: 33.3%
White: 33.3%
Non-white: 25%

b. faculty, staff, or administrators of other ethnic groups

Male: 27.3%
Female: 8.3%
White: 22.2%
Non-white: 0

c. faculty, staff, or administrators of all ethnic groups

Male: 36.4%
Female: 25%
White: 33.3%
Non-white: 25%

d. faculty, staff, or administrators of my sex

Male: 27.3%
Female: 16.7%
White: 22.2%
Non-white: 25%

e. faculty, staff, or administrators of the opposite sex

Male: 27.3%
Female: 33.3%
White: 33.3%
Non-white: 25%

f. both male and female faculty, staff, or administrators

Male: 27.3%
Female: 16.7%
White: 27.8%
Non-white: 0

Question #9: I have seen or heard about racist behavior initiated by:

a. ethnic minority support

Male: 18.2%
Female: 8.3%
White: 11.1%
Non-white: 0

b. non-ethnic minority support personnel

Male: 18.2%
Female: 16.7%
White: 22.2%
Non-white: 0

c. ethnic minority faculty

Male: 9.1%
Female: 16.7%
White: 16.7%
Non-white: 0

d. non-ethnic minority faculty

Male: 18.2%
Female: 25%
White: 27.8%
Non-white: 0

e. ethnic minority students

Male: 27.3%
Female: 8.3%
White: 22.2%
Non-white: 0

f. non-ethnic minority students

Male: 27.3%
Female: 25%
White: 33.3%
Non-white: 0

Question #10: I have seen or heard about sexist behavior initiated by:

a. female support personnel

Male: 18.2%
Female: 8.3%
White: 11.1%
Non-white: 0

b. male support personnel

Male: 36.4%
Female: 16.7%
White: 33.3%
Non-white: 0

c. female faculty

Male: 9.1%
Female: 0
White: 5.6%
Non-white: 0

d. male faculty

Male: 45.5%
Female: 25%
White: 44.4%
Non-white: 0

e. female students

Male: 18.2%
Female: 0
White: 11.1%
Non-white: 0

f. male students

Male: 36.4%
Female: 8.3%
White: 27.8%
Non-white: 0

Question #15: Campus activities in which I participated that have increased my sensitivity to other ethnic groups are:

a. informal discussions with others on campus

Male: 45.5%
Female: 33.3%
White: 44.4%
Non-white: 25%

b. staff development activities

Male: 54.5%
Female: 16.7%
White: 38.9%
Non-white: 25%

c. conferences and workshops

Male: 45.3%
Female: 33.3%
White: 44.4%
Non-white: 25%

d. committee assignments and/or departmental/division meetings

Male: 36.4%
Female: 41.7%
White: 50%
Non-white: 0

e. concerts and exhibits

Male: 45.5%
Female: 25%
White: 44.4%
Non-white: 0

f. athletic events

Male:	9.1%
Female:	16.7%
White:	16.7%
Non-white:	0

Question #17: At MSJC, I have been discriminated against recently by:

a. faculty

Male:	9.1%
Female:	0
White:	5.6%
Non-white:	0

b. staff

Male:	0
Female:	8.3%
White:	5.6%
Non-white:	0

c. administrators

Male:	9.1%
Female:	16.7%
White:	11.1%
Non-white:	25%

d. students

Male:	9.1%
Female:	0
White:	5.6%
Non-white:	0

Question #18: At MSJC, I have been discriminated against recently because of my:

a. race/ethnicity

Male: 0
Female: 0
White: 0
Non-white: 0

b. gender

Male: 0
Female: 16.7%
White: 5.6%
Non-white: 25%

c. sexual orientation

Male: 0
Female: 0
White: 0
Non-white: 0

d. disability

Male: 0
Female: 0
White: 0
Non-white: 0

Question #19: At MSJC, I have recently heard insensitive or disparaging comments about ethnic minorities by:

a. faculty

Male: 9.1%
Female: 8.3%
White: 5.6%
Non-white: 25%

b. staff

Male: 9.1%
Female: 8.3%
White: 5.6%
Non-white: 25%

c. administrators

Male: 9.1%
Female: 8.3%
White: 5.6%
Non-white: 25%

d. students

Male: 18.2%
Female: 25%
White: 33.3%
Non-white: 0

Question #20: At MSJC, I have been harassed recently because of my:

a. race/ethnicity

Male: 0
Female: 8.3%
White: 0
Non-white: 25%

b. gender

Male: 18.2%
Female: 16.7%
White: 16.7%
Non-white: 25%

c. sexual orientation

Male: 9.1%
Female: 16.7%
White: 16.7%
Non-white: 0

Question #21: At MSJC, I have heard insensitive or disparaging comments recently about women by:

a. faculty

Male: 9.1%
Female: 16.7%
White: 16.7%
Non-white: 0

b. staff

Male: 9.1%
Female: 0
White: 5.6%
Non-white: 0

c. administrators

Male: 18.2%
Female: 16.7%
White: 22.2%
Non-white: 0

d. students

Male: 9.1%
Female: 0
White: 5.6%
Non-white: 0

Question #23: At MSJC, I have heard insensitive or disparaging comments recently about gays and lesbians by:

a. faculty

Male: 9.1%
Female: 8.3%
White: 11.1%
Non-white: 0

b. staff

Male: 27.3%
Female: 25%
White: 27.8%
Non-white: 25%

c. administrators

Male: 18.2%
Female: 8.3%
White: 16.7%
Non-white: 0

d. students

Male: 27.3%
Female: 16.7%
White: 27.8%
Non-white: 0

Frequencies on 23 replies.

SUMMARY OF 23 FORMS

Please describe your perceptions of this campus in regard to issues of diversity. Please circle one number on each of the following scales which best characterizes the climate at MSJC.

For example, if you think the atmosphere here is very relaxed, circle "1". If it is very tense, circle "5".

(167) Relaxed Tense

Frequencies (Percents; Counts):
31.6%; 6 High 1 15.8%; 3 Rated 3 0.0%; 0 Low 5
31.6%; 6 Rated 2 21.1%; 4 Rated 4

Statistics: Forms 23; Mean 2.26; Std Dev 1.15

(168) Comfortable Uncomfortable

Frequencies (Percents; Counts):
31.6%; 6 High 1 26.3%; 5 Rated 3 5.3%; 1 Low 5
26.3%; 5 Rated 2 10.5%; 2 Rated 4

Statistics: Forms 23; Mean 2.32; Std Dev 1.20

(169) Friendly Hostile

Frequencies (Percents; Counts):
36.8%; 7 High 1 36.8%; 7 Rated 3 0.0%; 0 Low 5
21.1%; 4 Rated 2 5.3%; 1 Rated 4

Statistics: Forms 23; Mean 2.11; Std Dev 0.99

(170) Communicative Reserved

Frequencies (Percents; Counts):
5.3%; 1 High 1 42.1%; 8 Rated 3 5.3%; 1 Low 5
15.8%; 3 Rated 2 31.6%; 6 Rated 4

Statistics: Forms 23; Mean 3.16; Std Dev 0.96

(171) Concerned Indifferent

Frequencies (Percents; Counts):
15.8%; 3 High 1 47.4%; 9 Rated 3 0.0%; 0 Low 5
15.8%; 3 Rated 2 21.1%; 4 Rated 4

Statistics: Forms 23; Mean 2.74; Std Dev 0.99

(172) Respectful Disrespectful

Frequencies (Percents; Counts):
26.3%; 5 High 1 26.3%; 5 Rated 3 5.3%; 1 Low 5
31.6%; 6 Rated 2 10.5%; 2 Rated 4

Statistics: Forms 23; Mean 2.37; Std Dev 1.16

(173) Cooperative Competitive

Frequencies (Percents; Counts):
15.8%; 3 High 1 36.8%; 7 Rated 3 5.3%; 1 Low 5
26.3%; 5 Rated 2 15.8%; 3 Rated 4

Statistics: Forms 23; Mean 2.68; Std Dev 1.11

(174) Sensitive Insensitive

Frequencies (Percents; Counts):
16.7%; 3 High 1 44.4%; 8 Rated 3 0.0%; 0 Low 5
22.2%; 4 Rated 2 16.7%; 3 Rated 4

Statistics: Forms 23; Mean 2.61; Std Dev 0.98

(175) Welcoming Unwelcoming

Frequencies (Percents; Counts):
36.8%; 7 High 1 31.6%; 6 Rated 3 5.3%; 1 Low 5
15.8%; 3 Rated 2 10.5%; 2 Rated 4

Statistics: Forms 23; Mean 2.32; Std Dev 1.25

(176) Supportive Unsupportive

Frequencies (Percents; Counts):
21.1%; 4 High 1 36.8%; 7 Rated 3 0.0%; 0 Low 5
31.6%; 6 Rated 2 10.5%; 2 Rated 4

Statistics: Forms 23; Mean 2.37; Std Dev 0.96

(177) Accepting Unaccepting

Frequencies (Percents; Counts):
26.3%; 5 High 1 42.1%; 8 Rated 3 5.3%; 1 Low 5
10.5%; 2 Rated 2 15.8%; 3 Rated 4

Statistics: Forms 23; Mean 2.63; Std Dev 1.21

(178) Tolerant Intolerant

Frequencies (Percents; Counts):
21.1%; 4 High 1 31.6%; 6 Rated 3 0.0%; 0 Low 5

31.6%; 6 Rated 2
15.8%; 3 Rated 4

Statistics: Forms 23; Mean 2.42; Std Dev 1.02

(179) Flexible — Structured

Frequencies (Percents; Counts):
26.3%; 5 High 1
15.8%; 3 Rated 2
31.6%; 6 Rated 3
15.8%; 3 Rated 4
10.5%; 2 Low 5

Statistics: Forms 23; Mean 2.68; Std Dev 1.34

(180) Open — Closed

Frequencies (Percents; Counts):
15.8%; 3 High 1
26.3%; 5 Rated 2
36.8%; 7 Rated 3
15.8%; 3 Rated 4
5.3%; 1 Low 5

Statistics: Forms 23; Mean 2.68; Std Dev 1.11

Please describe your feelings about how you are viewed on this campus.

(181) Respected Disrespected

Frequencies (Percents; Counts):

42.1%; 8 High 1	26.3%; 5 Rated 3	5.3%; 1 Low 5
26.3%; 5 Rated 2	0.0%; 0 Rated 4	

Statistics: Forms 23; Mean 2.00; Std Dev 1.11

(182) Admired Resented

Frequencies (Percents; Counts):

26.3%; 5 High 1	31.6%; 6 Rated 3	5.3%; 1 Low 5
36.8%; 7 Rated 2	0.0%; 0 Rated 4	

Statistics: Forms 23; Mean 2.21; Std Dev 1.03

(183) Intelligent Unintelligent

Frequencies (Percents; Counts):

47.4%; 9 High 1	31.6%; 6 Rated 3	5.3%; 1 Low 5
15.8%; 3 Rated 2	0.0%; 0 Rated 4	

Statistics: Forms 23; Mean 2.00; Std Dev 1.15

(184) Valued Demeaned

Frequencies (Percents; Counts):

47.4%; 9 High 1	26.3%; 5 Rated 3	0.0%; 0 Low 5
15.8%; 3 Rated 2	10.5%; 2 Rated 4	

Statistics: Forms 23; Mean 2.00; Std Dev 1.11

(185) Encouraged Discouraged

Frequencies (Percents; Counts):

47.4%; 9 High 1	42.1%; 8 Rated 3	0.0%; 0 Low 5
5.3%; 1 Rated 2	5.3%; 1 Rated 4	

Statistics: Forms 23; Mean 2.05; Std Dev 1.08

(186) Hard-Working Lazy

Frequencies (Percents; Counts):

63.2%; 12 High 1	15.8%; 3 Rated 3	0.0%; 0 Low 5
21.1%; 4 Rated 2	0.0%; 0 Rated 4	

Statistics: Forms 23; Mean 1.53; Std Dev 0.77

(187) Please indicate your level of satisfaction with the opportunities available for you on this campus to: a. learn about various cultures (e.g., Black History Month)

Frequencies (Percents; Counts):
8.7%; 2 very satisfied
39.1%; 9 satisfied
13.0%; 3 so-so
8.7%; 2 dissatisfied
8.7%; 2 very dissatisfied
21.7%; 5 doesn't apply/don't know

Statistics: Forms 23

(188) b. discuss issues related to differences among ethnic groups

Frequencies (Percents; Counts):
0.0%; 0 very satisfied
34.8%; 8 satisfied
13.0%; 3 so-so
17.4%; 4 dissatisfied
8.7%; 2 very dissatisfied
26.1%; 6 doesn't apply/don't know

Statistics: Forms 23

(189) c. receive campus services when discriminated against because of race, ethnicity, or gender

Frequencies (Percents; Counts):
4.3%; 1 very satisfied
13.0%; 3 satisfied
13.0%; 3 so-so
4.3%; 1 dissatisfied
13.0%; 3 very dissatisfied
52.2%; 12 doesn't apply/don't know

Statistics: Forms 23

(190) d. become more aware of the needs of students from all ethnic groups

Frequencies (Percents; Counts):
0.0%; 0 very satisfied
34.8%; 8 satisfied
21.7%; 5 so-so
4.3%; 1 dissatisfied
8.7%; 2 very dissatisfied
30.4%; 7 doesn't apply/don't know

Statistics: Forms 23

(191) e. become more aware of the needs of disabled individuals

Frequencies (Percents; Counts):
4.3%; 1 very satisfied
52.2%; 12 satisfied
4.3%; 1 so-so
0.0%; 0 dissatisfied
8.7%; 2 very dissatisfied
30.4%; 7 doesn't apply/don't know

Statistics: Forms 23

(192) f. become more involved in issues of race, ethnicity, and gender

Frequencies (Percents; Counts):
0.0%; 0 very satisfied
30.4%; 7 satisfied
17.4%; 4 so-so
0.0%; 0 dissatisfied
8.7%; 2 very dissatisfied
43.5%; 10 doesn't apply/don't know

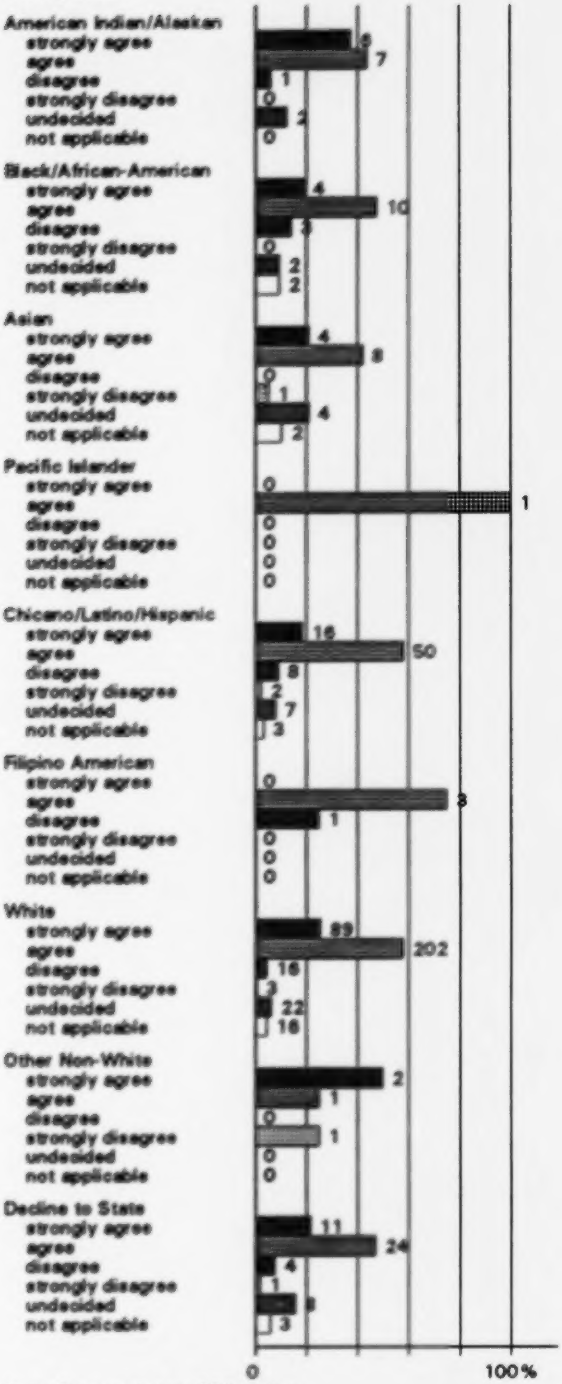
Statistics: Forms 23

(193) g. become a campus leader if you are a woman

Frequencies (Percents; Counts):
4.3%; 1 very satisfied
21.7%; 5 satisfied
13.0%; 3 so-so
0.0%; 0 dissatisfied
4.3%; 1 very dissatisfied
56.5%; 13 doesn't apply/don't know

Statistics: Forms 23

24. by 45.a.



Note: Frequencies on 603 replies.

24. I feel comfortable at MSJC and have a sense of belonging.

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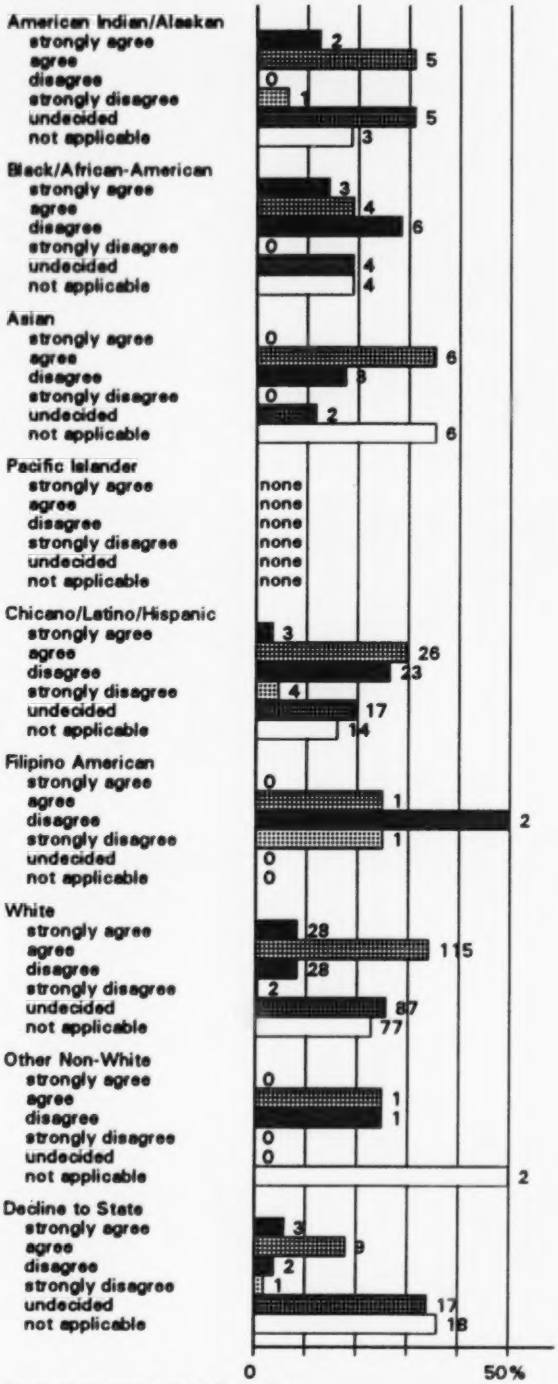
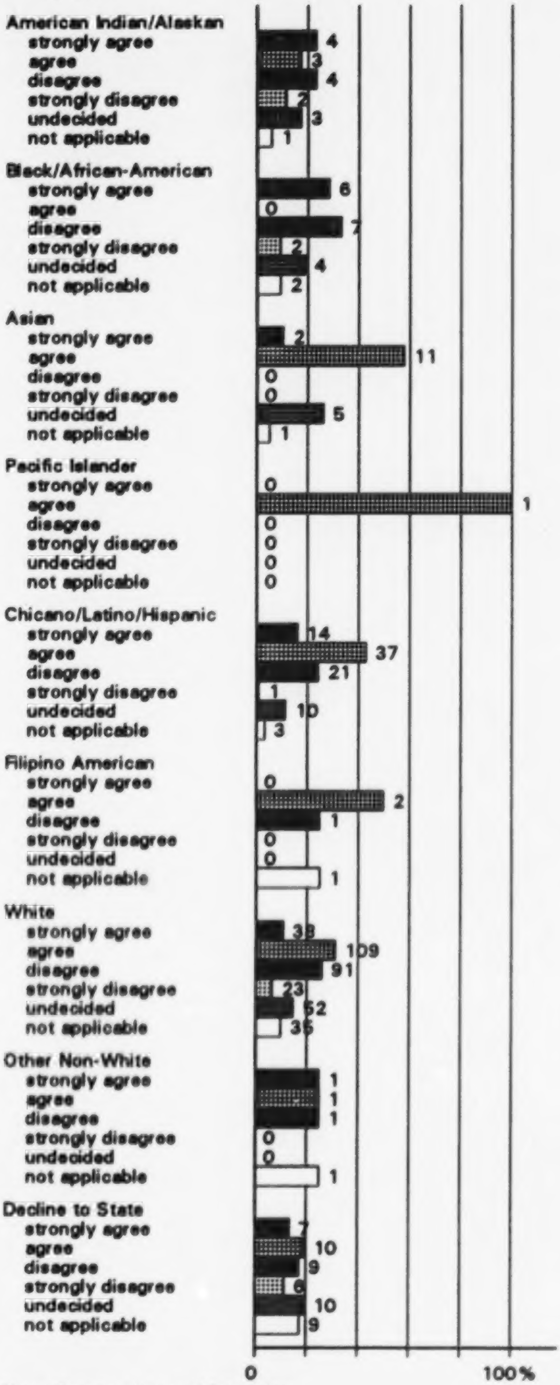
27.a. by 45.a.



Note: Frequencies on 589 replies.

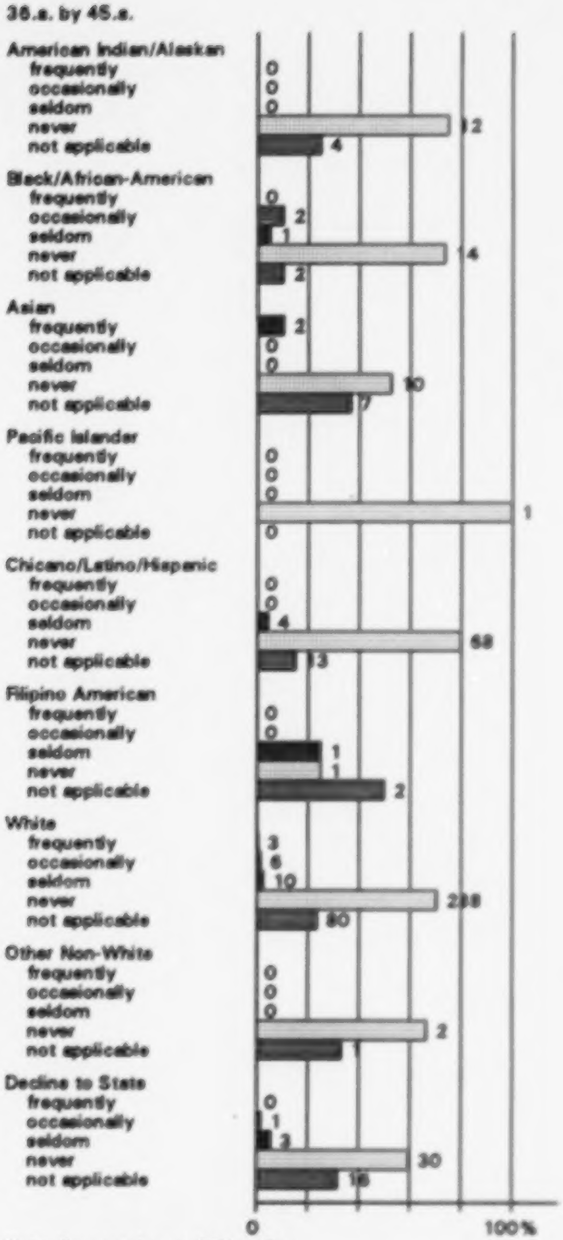
27. Multiple viewpoints on issues of gender are discussed: a)in various disciplines throughout the campus

11. by 45.a.



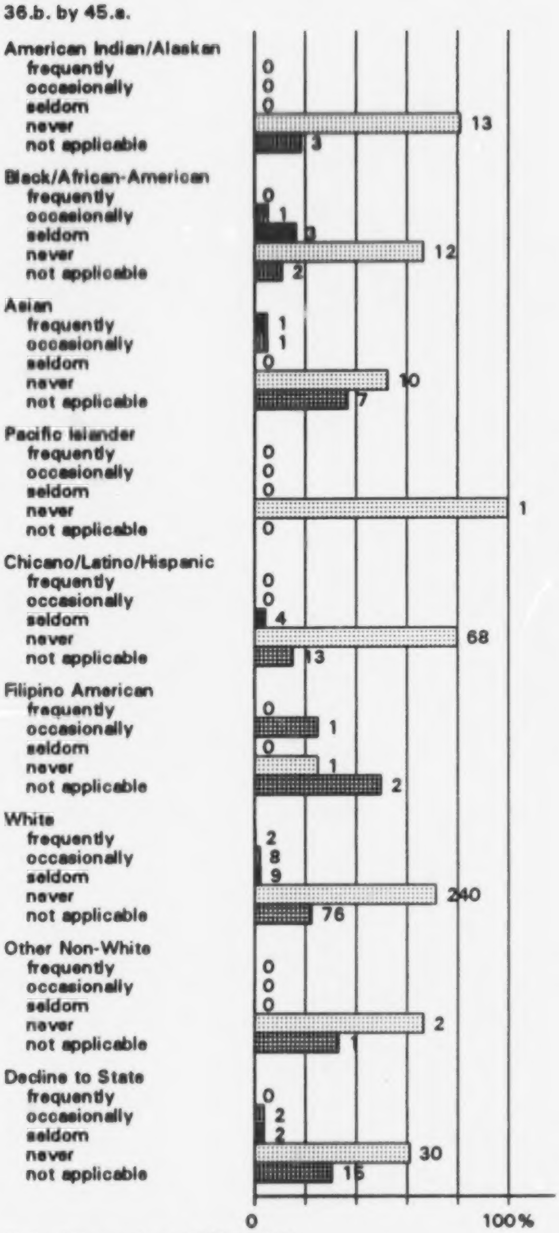
Note: Frequencies on 604 replies.

11. More consideration should be given to the needs and interests of female students



Note: Frequencies on 578 replies.

36. I have seen or heard about racist behavior initiated by: a) Support staff of my ethnic group



Note: Frequencies on 573 replies.

36. I have seen or heard about racist behavior initiated by: b)support staff of other ethnic groups

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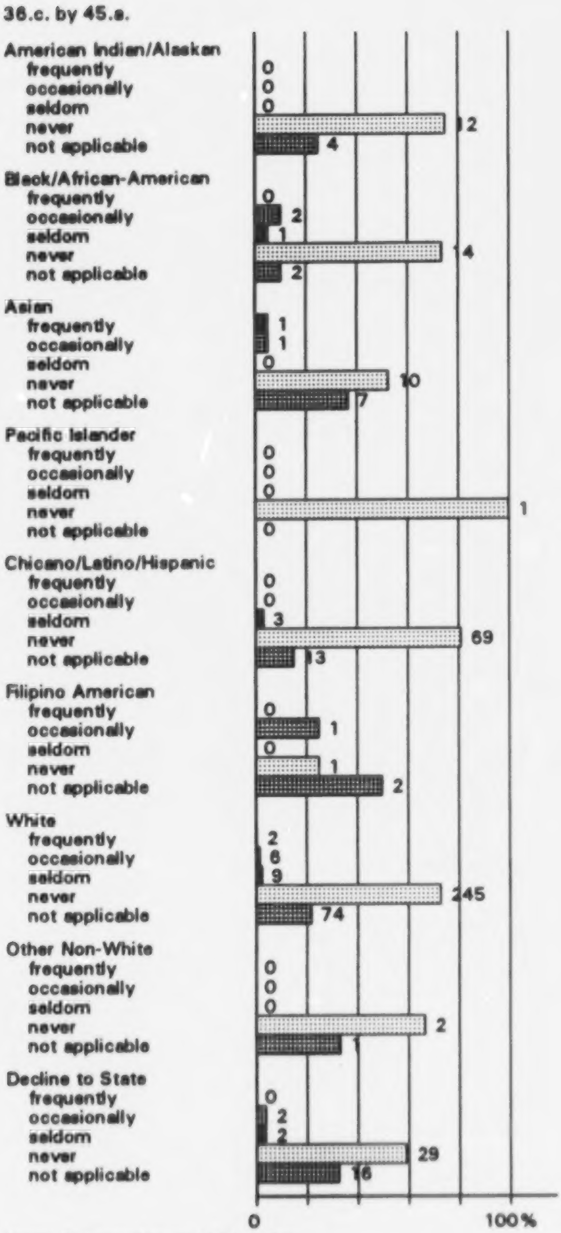
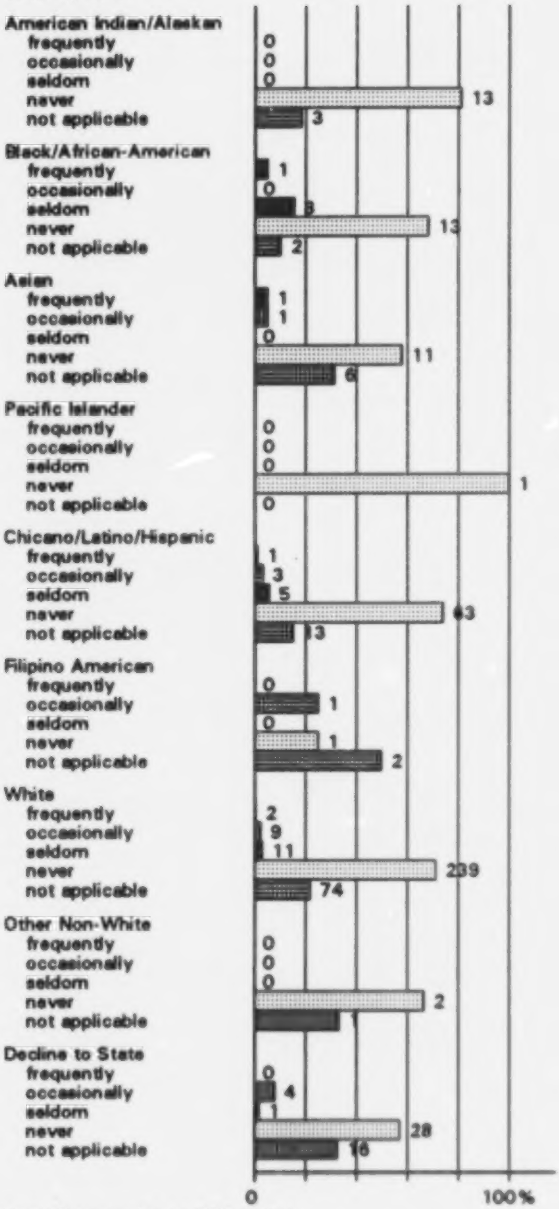


Note: Frequencies on 575 replies.

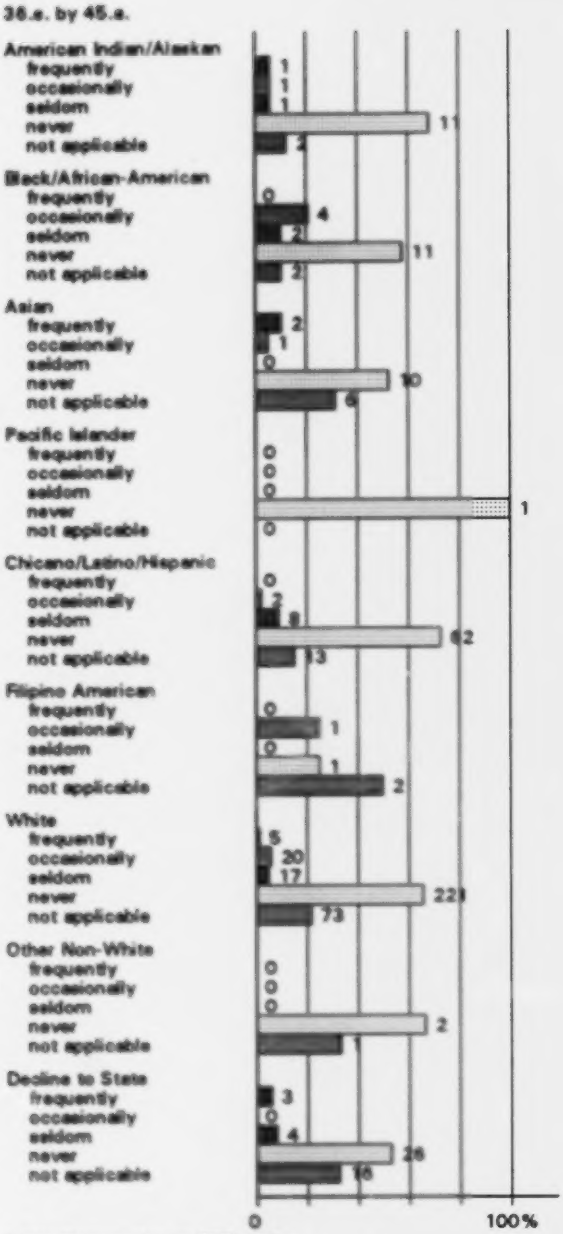
36. I have seen or heard about racist behavior initiated by: c)instructors of my ethnic group

36.d. by 45.e.



Note: Frequencies on 574 replies.

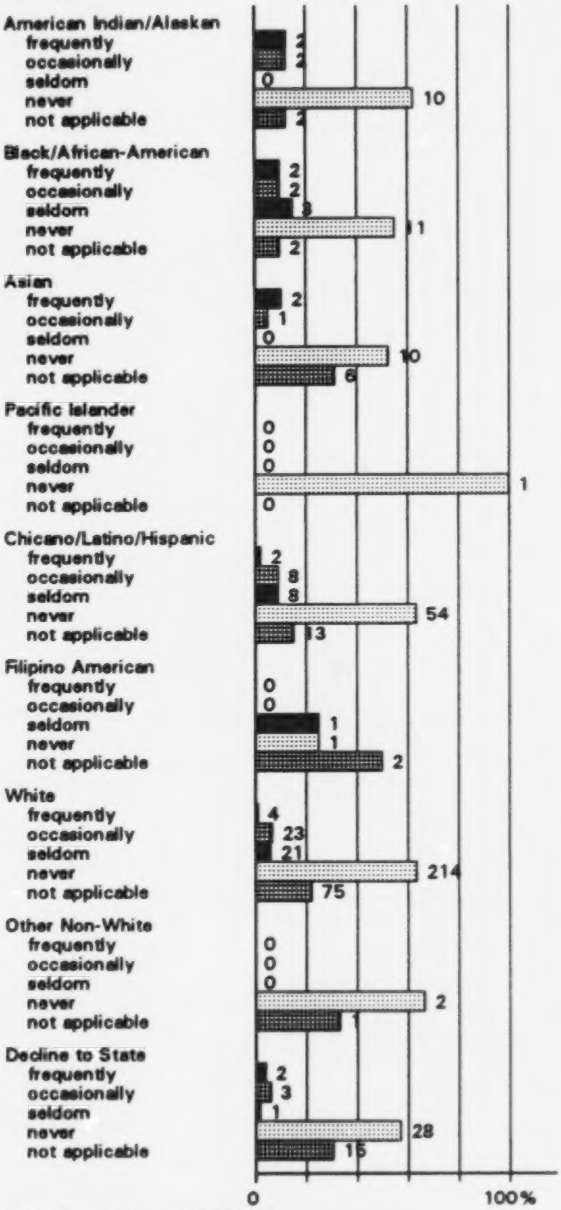
36. I have seen or heard about racist behavior initiated by: d)instructors of other ethnic groups



Note: Frequencies on 575 replies.

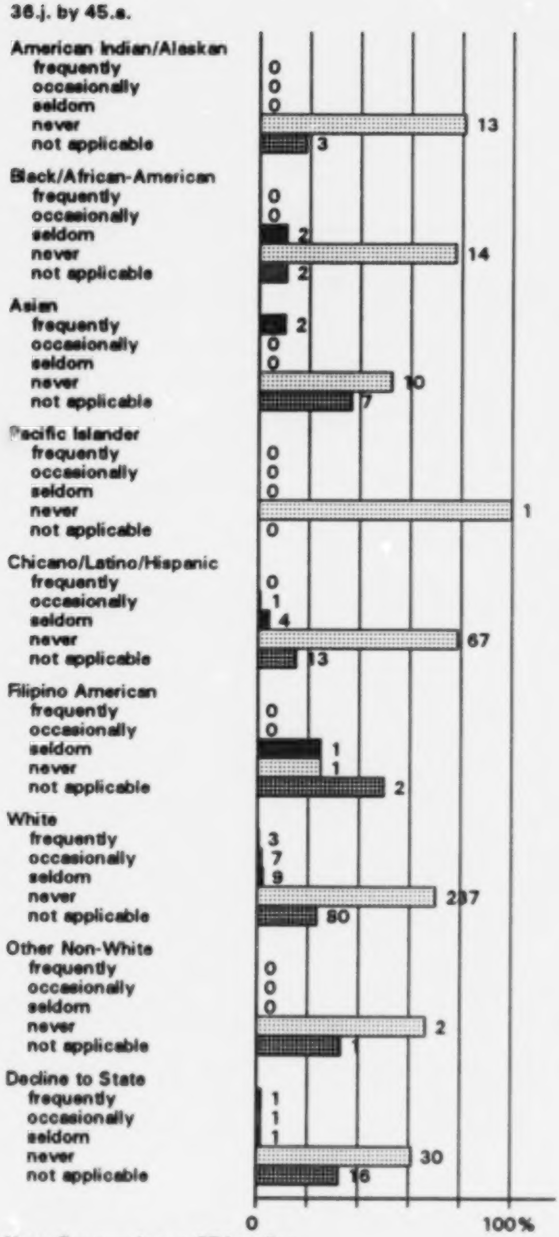
36. I have seen or heard about racist behavior initiated by: e)students of my ethnic group

36.f. by 45.a.



Note: Frequencies on 577 replies.

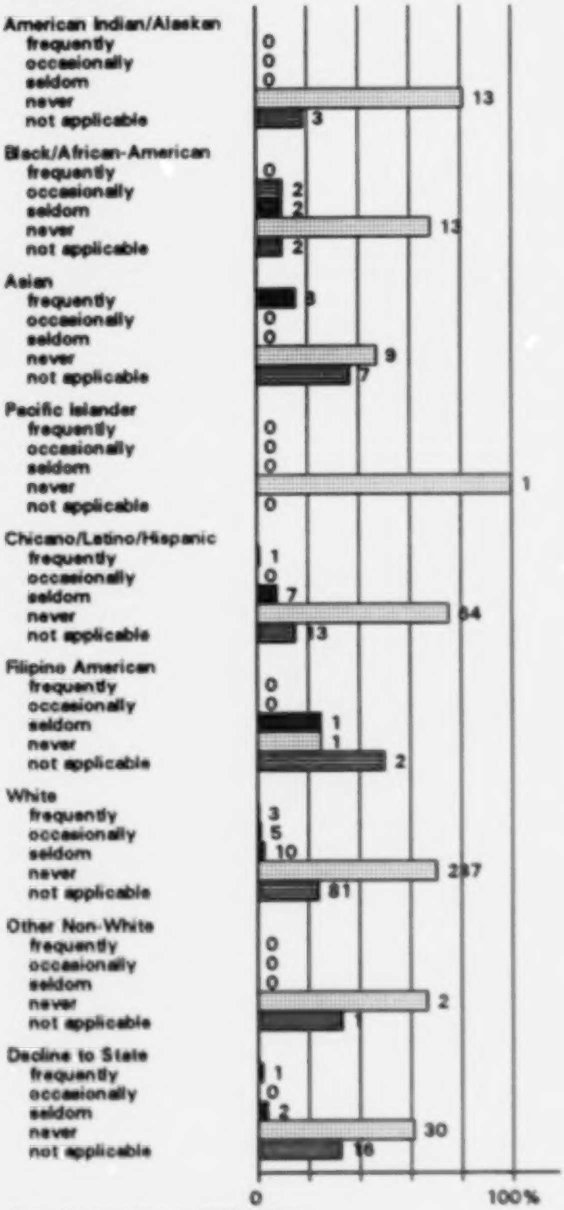
36. I have seen or heard about racist behavior initiated by: f)students of other ethnic groups



Note: Frequencies on 574 replies.

36. I have seen or heard about racist behavior initiated by: j)administrators of my ethnic group

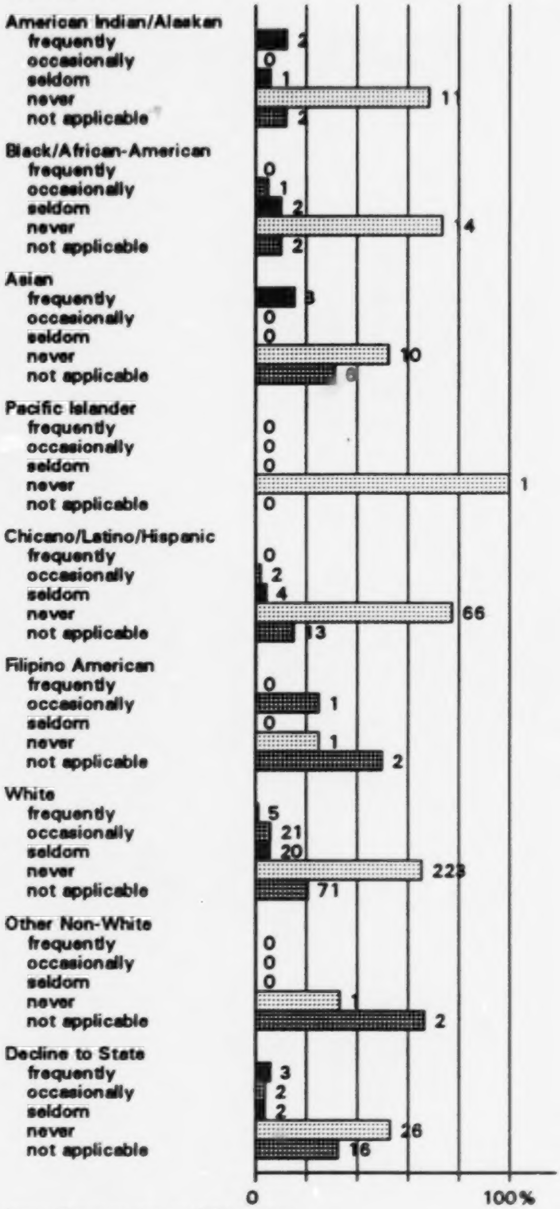
36.k. by 45.a.



Note: Frequencies on 575 replies.

36. I have seen or heard about racist behavior initiated by: k)
administrators of other ethnic groups

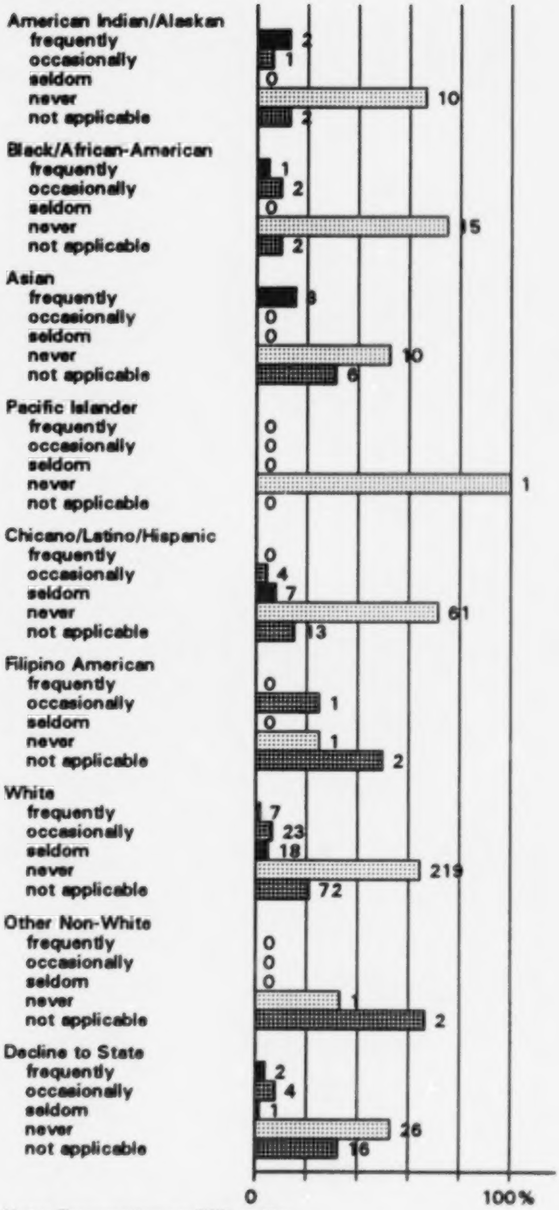
37.e. by 45.a.



Note: Frequencies on 579 replies.

37. I have seen or heard about sexist behavior displayed by: e)students of my ethnic group

37.f. by 45.e.



Note: Frequencies on 578 replies.

37. I have seen or heard about sexist behavior displayed by: f)students of other ethnic groups

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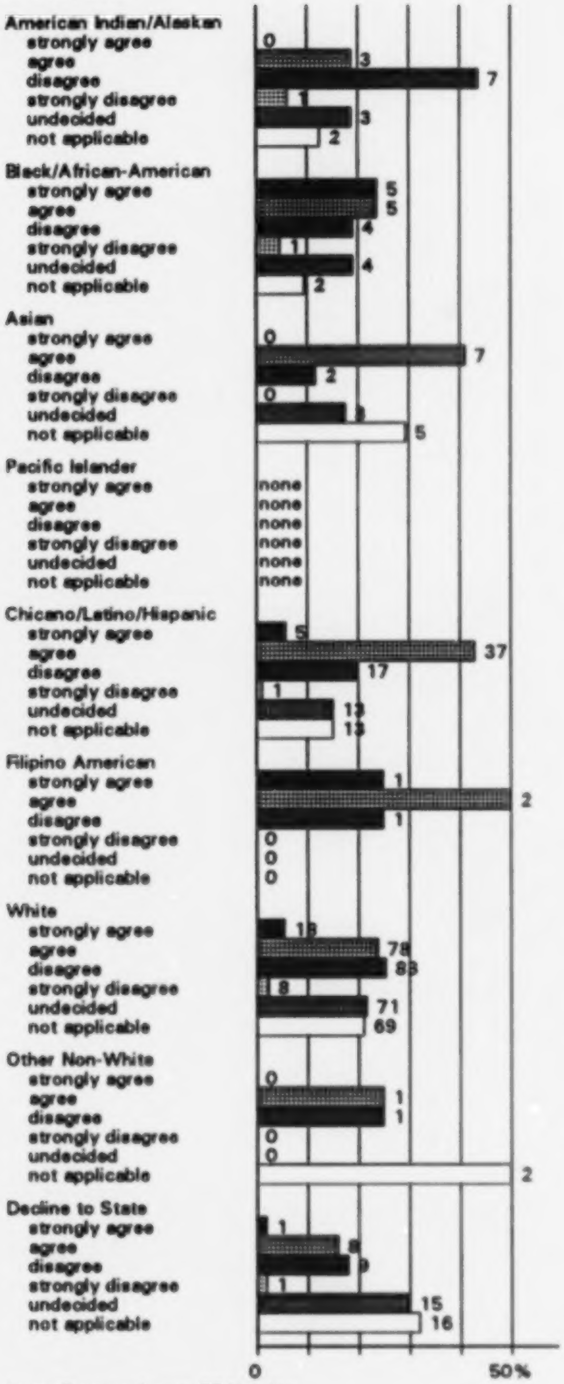
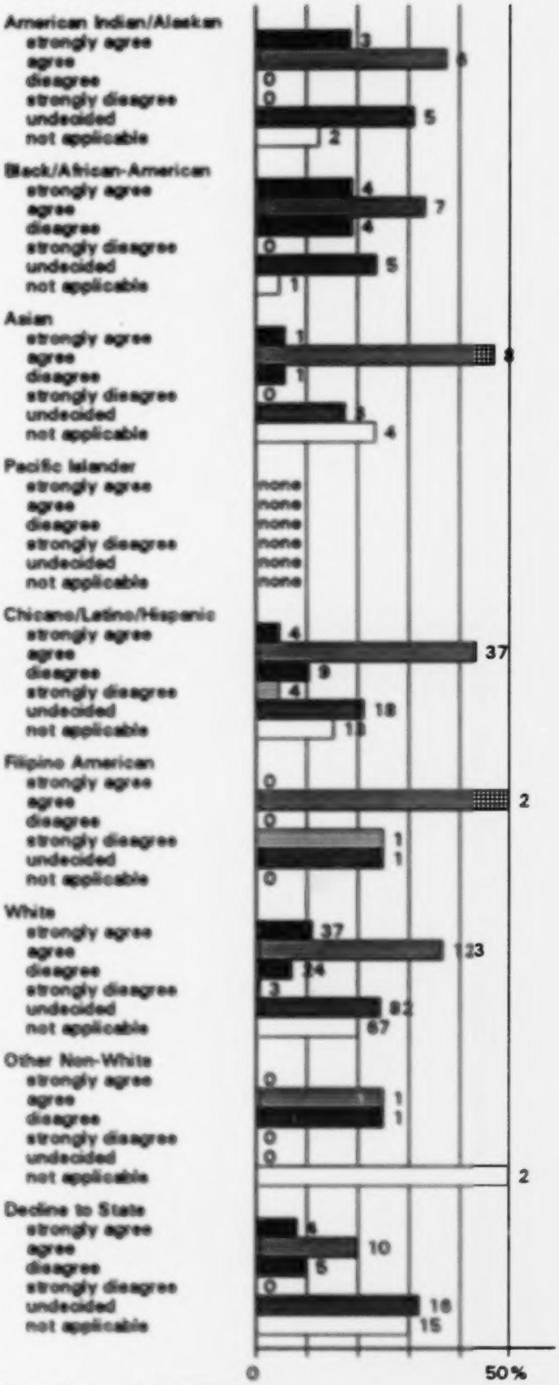
27.b. by 45.a.



Note: Frequencies on 576 replies.

27. Multiple viewpoints on issues of gender are discussed: b)only if introduced by students

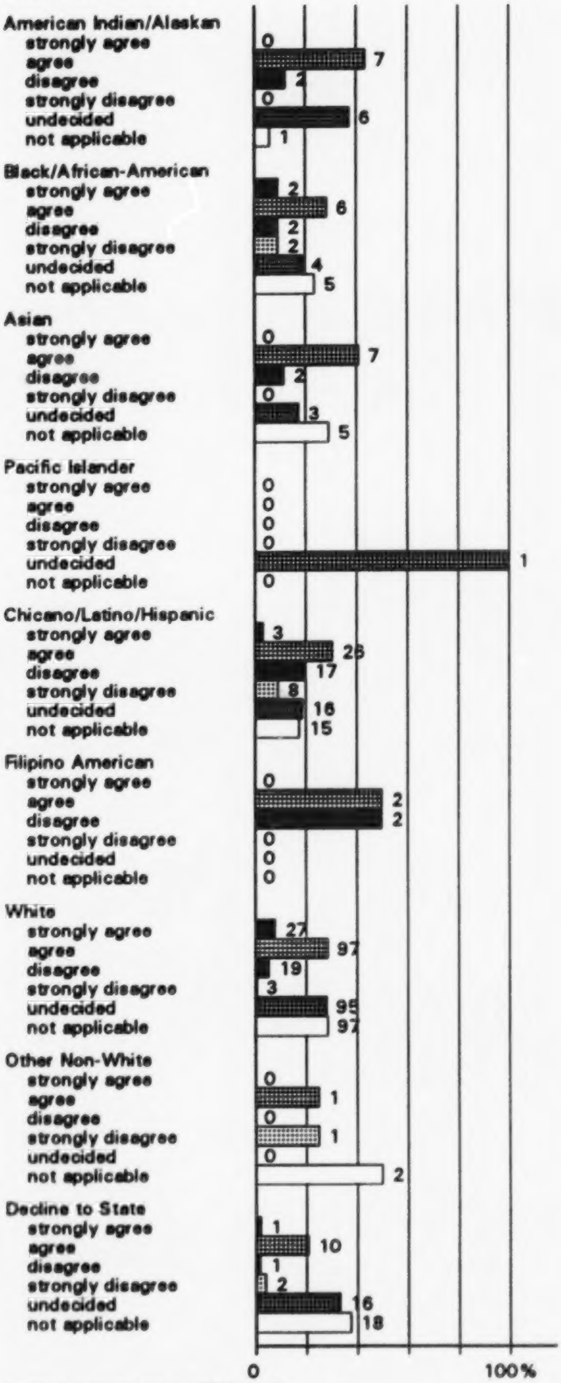
27.c. by 45.a.



Note: Frequencies on 585 replies.

27. Multiple issues of gender are discussed: c) with enthusiasm by instructors and students

21.a by 45.a.



Note: Frequencies on 586 replies.

21. Multiple viewpoints on ethnicity are discussed: a)in various disciplines throughout the campus

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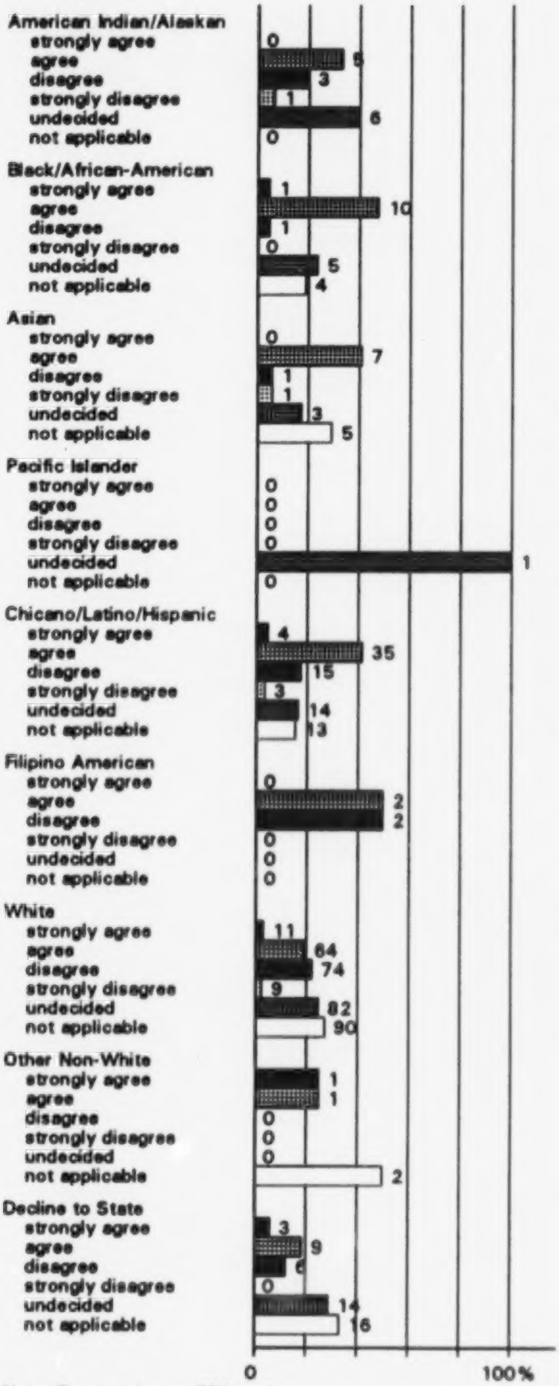
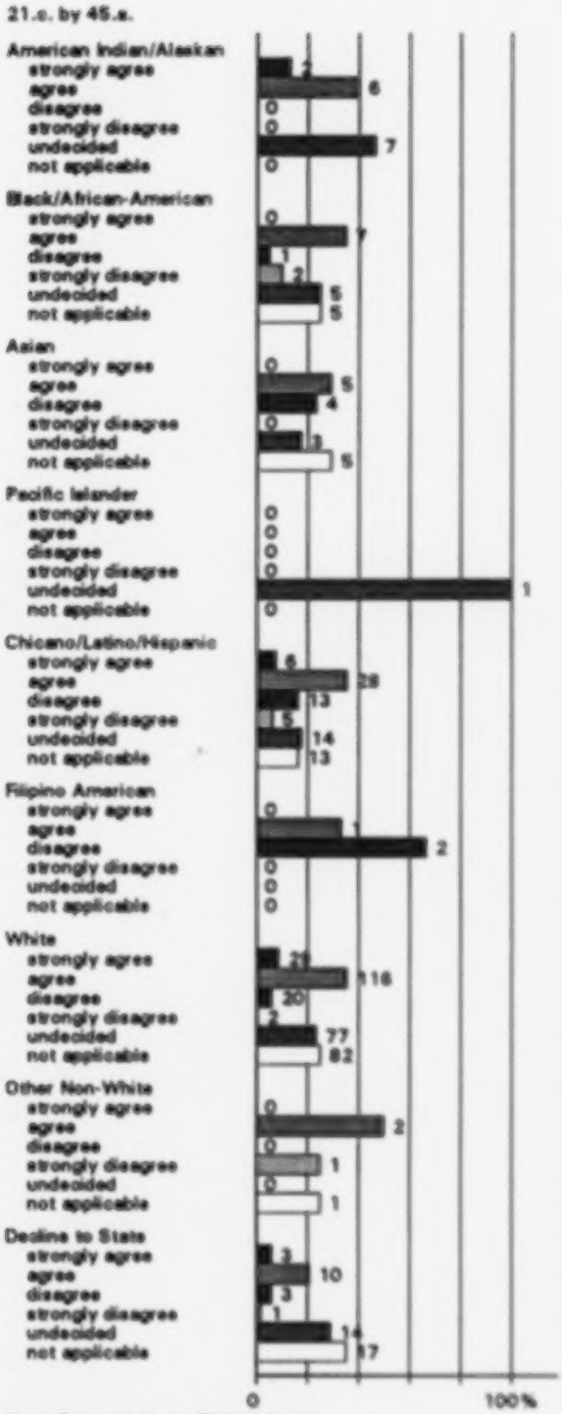
21.b. by 45.a.



Note: Frequencies on 574 replies.

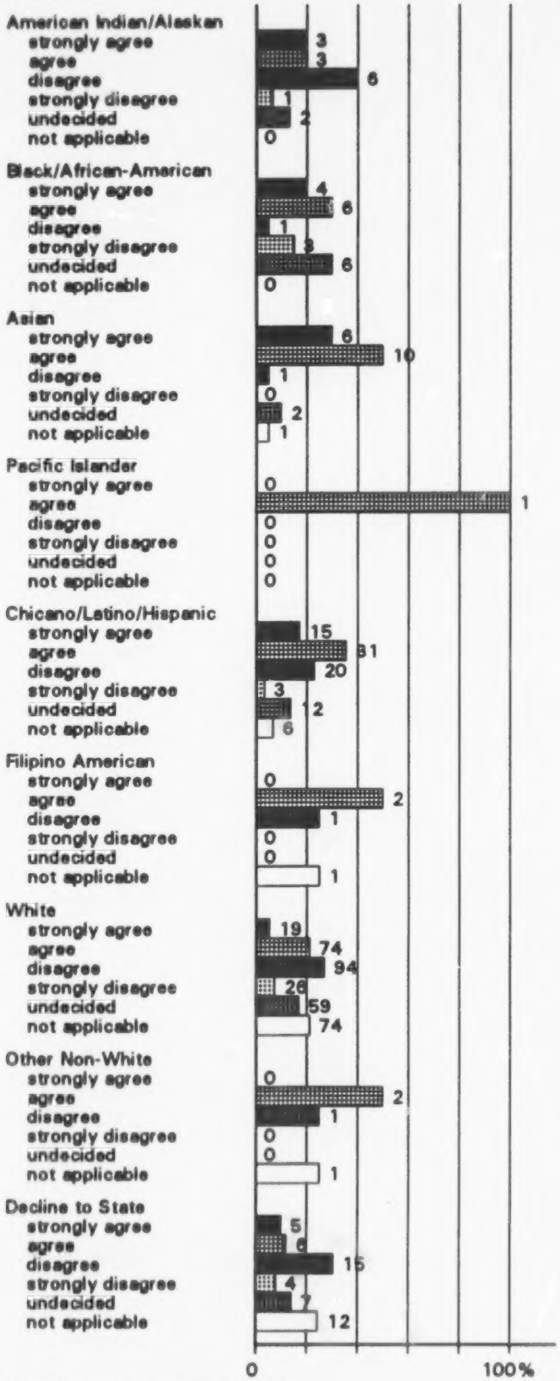
21. Multiple viewpoints on ethnicity are discussed: b)only if introduced by students



Note: Frequencies on 581 replies.

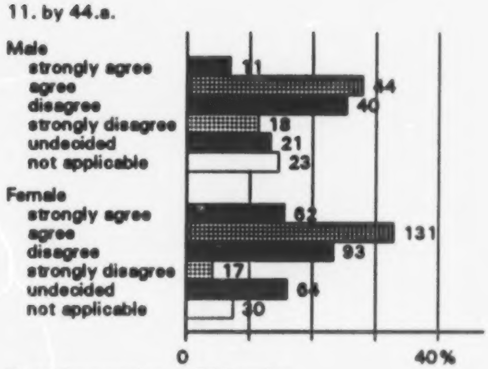
21. Multiple viewpoints on ethnicity are discussed: c)with enthusiasm by instructors and students

9. by 45.a.



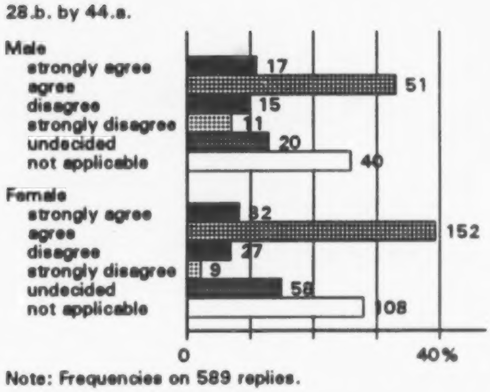
Note: Frequencies on 600 replies.

9. More consideration should be given to the needs and interests of ethnically diverse MSJC students.



Note: Frequencies on 604 replies.

11. More consideration should be given to the needs and interests of female students.



Note: Frequencies on 589 replies.

30. My instructors appear to be sensitive to the needs of students: b)of my gender

Student Discrimination/Bias Experience

SUMMARY OF 614 FORMS

Have you ever been the victim of discrimination or bias at MSJC due to any of the following? Or have you ever witnessed discriminatory or biased behavior toward someone else at MSJC due to any of the following?

(103) 39. a. Ethnicity

Frequencies (Percents; Counts):

18.9%; 21 I have been	17.1%; 19 an instructor	44.1%; 49 student
45.9%; 51 I have witnessed	41.4%; 46 staff member	

Statistics: Forms 614

(104) b. Age

Frequencies (Percents; Counts):

43.8%; 21 I have been	31.2%; 15 an instructor	31.2%; 15 student
45.8%; 22 I have witnessed	20.8%; 10 staff member	

Statistics: Forms 614

(105) c. Gender

Frequencies (Percents; Counts):

46.0%; 23 I have been	34.0%; 17 an instructor	50.0%; 25 student
54.0%; 27 I have witnessed	14.0%; 7 staff member	

Statistics: Forms 614

(106) d. Disability

Frequencies (Percents; Counts):

11.1%; 4 I have been	8.3%; 3 an instructor	52.8%; 19 student
63.9%; 23 I have witnessed	8.3%; 3 staff member	

Statistics: Forms 614

(107) e. Sexual Orientation

Frequencies (Percents; Counts):

19.0%; 8 I have been	11.9%; 5 an instructor	66.7%; 28 student
71.4%; 30 I have witnessed	9.5%; 4 staff member	

Statistics: Forms 614

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Colleges vary considerably in the way they are perceived by people. Usually there is a "climate" or "campus atmosphere" which may be described along several scales. Please circle the number on each of the following scales which best characterizes the climate at MSJC as it pertains to special student groups (ethnic minorities, women, and disabled persons). For example, if you think the atmosphere here is very relaxed, circle "1". If it is very tense, circle "5". If it is somewhere in between the two extremes circle, "2", "3", or "4".

(108) 40. a. Relaxed Tense

Frequencies (Percents; Counts):
46.36%; 261 High 1 17.94%; 101 Rated 3 0.71%; 4 Low 5
32.50%; 183 Rated 2 2.49%; 14 Rated 4

Statistics: Forms 614; Mean 1.79; Std Dev 0.87

(109) b. Comfortable Uncomfortable

Frequencies (Percents; Counts):
46.06%; 257 High 1 19.00%; 106 Rated 3 0.54%; 3 Low 5
31.54%; 176 Rated 2 2.87%; 16 Rated 4

Statistics: Forms 614; Mean 1.80; Std Dev 0.88

(110) c. Friendly Hostile

Frequencies (Percents; Counts):
42.47%; 237 High 1 20.79%; 116 Rated 3 0.72%; 4 Low 5
32.44%; 181 Rated 2 3.58%; 20 Rated 4

Statistics: Forms 614; Mean 1.88; Std Dev 0.91

(111) d. Communicative Reserved

Frequencies (Percents; Counts):
34.17%; 190 High 1 27.52%; 153 Rated 3 2.88%; 16 Low 5
30.04%; 167 Rated 2 5.40%; 30 Rated 4

Statistics: Forms 614; Mean 2.13; Std Dev 1.04

(112) e. Concerned Indifferent

Frequencies (Percents; Counts):
30.20%; 167 High 1 28.75%; 159 Rated 3 3.07%; 17 Low 5
29.29%; 162 Rated 2 8.68%; 48 Rated 4

Statistics: Forms 614; Mean 2.25; Std Dev 1.07

(113) f. Respectful Disrespectful

Frequencies (Percents; Counts):
35.38%; 196 High 1 23.83%; 132 Rated 3 1.81%; 10 Low 5
34.30%; 190 Rated 2 4.69%; 26 Rated 4

Statistics: Forms 614; Mean 2.03; Std Dev 0.97

(114) g. Cooperative Competitive

Frequencies (Percents; Counts):
35.43%; 197 High 1 24.28%; 135 Rated 3 1.44%; 8 Low 5
33.09%; 184 Rated 2 5.76%; 32 Rated 4

Statistics: Forms 614; Mean 2.05; Std Dev 0.98

(115) h. Sensitive Insensitive

Frequencies (Percents; Counts):
30.40%; 169 High 1 30.22%; 168 Rated 3 1.62%; 9 Low 5
31.83%; 177 Rated 2 5.94%; 33 Rated 4

Statistics: Forms 614; Mean 2.17; Std Dev 0.98

(116) i. Welcoming Unwelcoming

Frequencies (Percents; Counts):
38.53%; 215 High 1 22.04%; 123 Rated 3 0.90%; 5 Low 5
32.26%; 180 Rated 2 6.27%; 35 Rated 4

Statistics: Forms 614; Mean 1.99; Std Dev 0.97

(117) j. Supportive Unsupportive

Frequencies (Percents; Counts):
37.12%; 206 High 1 23.06%; 128 Rated 3 1.98%; 11 Low 5
32.61%; 181 Rated 2 5.23%; 29 Rated 4

Statistics: Forms 614; Mean 2.02; Std Dev 1.00

(118) k. Accepting Unaccepting

Frequencies (Percents; Counts):
38.06%; 212 High 1 23.70%; 132 Rated 3 1.44%; 8 Low 5
33.21%; 185 Rated 2 3.59%; 20 Rated 4

Statistics: Forms 614; Mean 1.97; Std Dev 0.94

(119) l. Tolerant Intolerant

Frequencies (Percents; Counts):
35.43%; 197 High 1 23.74%; 132 Rated 3 0.90%; 5 Low 5
35.43%; 197 Rated 2 4.50%; 25 Rated 4

Statistics: Forms 614; Mean 2.00; Std Dev 0.92

(120) m. Flexible Structured

Frequencies (Percents; Counts):
34.77%; 193 High 1 27.75%; 154 Rated 3 1.80%; 10 Low 5
31.71%; 176 Rated 2 3.96%; 22 Rated 4

Statistics: Forms 614; Mean 2.06; Std Dev 0.97

(121) n. Open Closed

Frequencies (Percents; Counts):

40.51%; 224 High 1
31.28%; 173 Rated 2
22.24%; 123 Rated 3
4.70%; 26 Rated 4
1.27%; 7 Low 5

Statistics: Forms 614; Mean 1.95; Std Dev 0.96

CAMPUS CLIMATE

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
C. Need for increased understanding about a variety of ethnic/cultural backgrounds and ability levels among students, staff, faculty, and managers	1.a Provide College-wide training on equity issues.	1.b Office of the President	1.c Fall, 1996 -- ongoing, annual	1.d College questionnaires Pre-College Day packets
	Provide additional flex activities which promote cultural awareness and differences in learning styles.	Flex Coordinator Faculty	Fall, 1996 -- ongoing	Flex Manual
	Provide additional flex activities/training for instructors and front line staff designed to increase awareness of disabled students' needs.	Disabled Student Program	Fall, 1996 -- ongoing	Flex Manual
	Provide Pre-College Day presentation on disabled students.	Disabled Student Program	Current (once yearly) -- ongoing	Pre-College Day Packet
	Display student artwork throughout the public areas of the campuses (e.g., board room, student lounge, staff break rooms, etc.).	Student Services ASB Faculty	Fall, 1997 -- ongoing	Student Equity Report
	Place acrylic boards on the campus greens to display/highlight club activities, student awards, class/ activity information, and cultural contributions.	Student Services Business Services ASB Faculty	Spring, 1998	Acrylic boards in place

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
C. Need for students to feel a greater sense of belonging or "mattering" to MSJC community	**2.a** Develop an internal follow-up system for new/at risk students that takes place prior to first census.	**2.b** Student Services Office of Research Instructional Faculty	**2.c** Fall, 1997 -- ongoing	**2.d** Follow-up system designed and in place Institutional Research Update
	Design and implement mentoring system for new/at risk students.	Student Services Instructional Faculty	Fall, 1998 -- ongoing	Mentoring system designed and in place
	Increase "college hour" activities (e.g., brown bag lunch lectures/gatherings) which allow students, faculty, and staff to interact and increase student awareness of student clubs.	Student Services ASB Advisor ASB Student Clubs	Fall, 1997 -- ongoing	Student Handbook
	Create a "college hour" on MVC which provides equal opportunities for students, faculty, and staff of MVC to interact.	Student Services ASB Advisor ASB Student Clubs	Fall, 1997 -- ongoing	Student Handbook
	Provide evening club activities/events so that night students have increased social contact possibilities.		Fall, 1997 -- ongoing	Club/activities fliers
	Determine feasibility of allowing student cadets (Admin. of Justice) to walk students to cars at night and assist security.	Admin. of Justice Program Security Student Services	Fall, 1998 -- ongoing	Implementation of cadet program Student Handbook
	Provide "welcome" signs in several languages which direct students to first contact offices (both campuses).	Student Services	Fall 1998	Signs purchased and in place

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
C. Need for increased college activities/events which highlight different cultural contributions/backgrounds	3.a Hold a cultural fair/expo each year to help faculty, staff, and students become more aware of the diversity on campus and in the community. Provide faculty lectures and student speakers on cultural contributions/backgrounds.	3.b Student Services Human Resources ASB Interested student clubs Faculty	3.c Fall, 1997 -- ongoing, yearly Current -- ongoing, at least twice a semester, each campus	3.d Fair/Expo documentation/fliers Newspaper articles Campus Fliers Taped presentations (dependant upon presenter permission -- all presentations may not be available)
C. Need for customer service/cultural awareness training for all front-line employees, especially in student services	4.a Sponsor a district-wide effort in this area.	4.b Staff Development Committee	4.c Fall, 1996	4.d Training Program implementation
C. Need for increased funding base so that additional faculty/staff/management can be hired	5.a Continue to lobby for allocation of funds which coordinate district population/growth rate with FTE.	5.b Office of the President Business Services	5.c Fall 1995 -- ongoing	5.d Correspondence with State/Government Officials Increase in funding allocation
C. Need for recruitment efforts which result in a more diverse applicant pool for faculty/staff/management positions	6.a Submit job opportunity information to organizations/search service organizations which support an ethnically diverse applicant pool. Query other colleges about potential sources for increased diversity in applicant pool. Maintain Affirmative Action records which attest to diversity of applicant pool.	6.b Human Resources Human Resources Affirmative Action Officer	6.c Current -- ongoing Spring, 1997 Current -- ongoing	6.d Increase in ethnic diversity within district employee population Report produced by Human Resources Affirmative Action record Greater employee diversity

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
C. Need for more ethnic studies courses	**7.a** Review course offerings of other colleges. Update curriculum to include greater diversity. Add ethnic studies courses to curriculum.	7.b Subcommittee created by the Curriculum Committee for this purpose All academic departments Curriculum Committee	7.c Spring, 1996 Fall, 1995 -- ongoing	7.d Report presented to Curriculum Committee Course descriptions: outlines and college catalog

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
C. Need for better communication college-wide	**8.a** Provide departmental updates for circulation within the department (e.g., policy changes and meeting times).	**8.b** All areas/departments	**8.c** Spring, 1996 -- ongoing	**8.d** Updates will be maintained in department files
	Provide departmental updates for circulation outside of the department (e.g., department responsibilities and policy changes).	All areas/departments	Spring, 1996 -- ongoing	Updates will be maintained in department files
	Enhance course scheduling coordination between academic departments.	Office of Instruction All department chairs	Fall, 1996 -- ongoing	Office of Instruction Report Course schedules
	Increase dialogue/coordination between related/interdependent departments (e.g., counseling and DSP; counseling and academic faculty, DSP and facilities).	All related/interdependent department administration, faculty, and staff	Spring, 1996 -- ongoing	Communications between departments will be maintained in department/area files
	Provide both campuses with communication technology so that meetings which involve both campus personnel can be attended.	Office of the President Business Services	Fall, 1996	Implementation of communications system
	Provide students with departmental/individual flow chart in Student Handbook so they know where to go dependant upon their needs.	Student Services	Fall, 1996	Student Handbook
	Provide department/area network access.	Office of the President	Current -- ongoing	Computer address file
C. Need for better communication college-wide (continued)	**8.a** Hold additional college-wide functions, workshops, and social activities that involve staff and faculty of both campuses so that shared goals and interests can be highlighted.	**8.b** Staff Development Committee Flex Committee	**8.c** Spring, 1996 -- ongoing	**8.d** Staff Development Committee Minutes Flex Committee Minutes

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
C. Need for adequate compensation/recognition of MSJC staff	**9.a** Continue and expand faculty/staff recognition activities	**9.b** College Administration Office of the President Foundation	**9.c** Current -- ongoing	**9.d** College records of activities
	Continue to assess/revise as needed staff responsibilities in accordance with compensation (reclassification).	College Administration	Current -- ongoing	Job descriptions
	Compensate/recognize staff for duties beyond regular assignment (e.g., bilingual staff who provide assistance to non-English speakers on behalf of other departments/areas).	College Administration	Fall, 1995 -- ongoing	Job descriptions Payroll (accessible pending employee permission)
C. Need for additional staffing to prevent excessive employee stress and student frustration	**10.a** Continue to lobby for allocation of funds which coordinate district population/growth rate with FTE.	**10.b** Office of the President Business Services	**10.c** Fall, 1995 -- ongoing	**10.d** Correspondence with State/Government Officials Increase in funding allocation

Student Access at MSJC

Access Research

The comparison of the percentage of each group that is enrolled to the percentage of each group in the adult population within the community served.

Area Population	Percentages
Asian	2.93%
African American	3.42%
Hispanic	19.68%
Native American	1.24%
White	83.44%
Female	51.89%

Area population is based on projection of the 1990 census by zip codes within service area. As MSJC service area is determined by trustee areas (comprised of census tracts) instead of zip codes, these data cannot be considered entirely representative.

Hispanic grouping has been projected as an ethnicity and may therefore overlap with other race categories. Therefore, comparisons between area Hispanic population and MSJC Hispanic population cannot be considered entirely representative. Disabled data are unavailable.

MSJC Population	Male	Female	Total
Asian	0.89% n=056	0.95% n=060	1.84% n=116
African American	1.76% n=111	1.52% n=096	3.29% n=207
Filipino	0.64% n=040	0.81% n=051	1.44% n=091
Hispanic	6.70% n=422	11.05% n=696	17.75% n=1118
Native American	0.86% n=054	1.62% n=102	2.48% n=156
White	24.43% n=1539	44.79% n=2821	69.23% n=4360
Pacific Islander	0.11% n=007	0.14% n=009	0.25% n=016
Disabled	1.89% n=119	2.56% n=161	4.44% n=280
Female			63% n=3996

MSJC Population represents Spring 1995 enrollment

"n" = the total number of students

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the seven ethnicity/race groupings does not equal 100%. Disabled data represent only those students utilizing the Disabled Students Program and may therefore not be entirely representative.)

Research Implications

California Community Colleges are designed to provide open access to all Californians who have graduated from high school as well as those who have not graduated but who are 18 years of age or older and can benefit from instruction. Mt. San Jacinto College, due to an enrollment cap which does not reflect its status as the second fastest growing district in the state, is unable to adequately serve its community, which is growing rapidly and becoming increasingly diverse. According to projections of the 1990 census, the community Mt. San Jacinto College serves has grown by ten to twelve percent with a fairly even distribution by ethnicity and race. Consequently, ten to twelve percent of the population, regardless of ethnicity or race, is not being served.

Although Mt. San Jacinto College's enrollment appears to reflect the diversity of the community fairly well, the College is concerned that because of rapid growth in the service area, the census projection may not adequately reflect the diversity of the community. Moreover, the College is concerned that historically underrepresented students may be those most likely to be lost due to inability to secure desired courses. Traditional students may be more likely to wait for courses, seek other courses, or remain on waiting lists during the first weeks of class. Nontraditional students are those who may be more likely to become discouraged and simply decide that college "isn't for them." Funding limitations have also impacted outreach and recruitment efforts, though the College is working to maintain and expand these efforts in spite of these limitations.

Community representation of Asians, when compared to college enrollment of Asians, Filipinos, and Pacific Islanders, is slightly below (.13%) their representation in the community. Hispanics are 1.93% below their representation in the college; however, as Hispanic (as an ethnicity) overlaps with race categories, this number may not be entirely representative. Native Americans are represented at 1.24% above their numbers in the community. Women are represented at 12% above their numbers in the community.

Goal: To establish an ethnic distribution of enrollment that reflects the adult population of our service area by 2000

Goal: To increase college funding base so that all students, specifically historically underrepresented students, have access to college

ACCESS

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
A. Need for increased funding base/increased course offerings so that district population can be adequately served	**1.a** Continue to lobby for allocation of funds which coordinate district population/growth rate with FTE.	**1.b** Office of the President Business Services	**1.c** Fall 1995 -- ongoing	**1.d** Correspondence with State/Government officials
A. Need for better telephone access to both college sites and between sites	**2.a** Work with telephone service vendor to increase telephone system capacity.	**2.b** Business services	**2.c** Fall, 1995	**2.d** Contact documentation with vendor Telephone system update
A. Need for district-wide T.D. telephone system	**3.a** Work to secure T.D.D. telephone system.	**3.b** Disabled Student Services	**3.c** Fall, 1996	**3.d** District-wide T.D. telephone system
A. Need for additional signs on campus, more clearly marked buildings, and additional doors with labels	**4.a** Produce a Feasibility Study to examine designation of building "names" or additional identifiers. Determine areas/funding for additional signs to both campuses and begin additional sign installation.	**4.b** Business Services Student Services Planning Committee Business Services Student Services Planning Committee	**4.c** Fall, 1996	**4.d** Feasibility study on building "names" or identifiers Additional signs on both sites Strategic Planning Documents
A. Need for better marquee usage or new marquee on S.C. campus; need for marquee for MVC	**5.a** Coordinate marquee usage on the S.C. and research new marquee possibilities. Secure a marquee for MVC and ideally a new marquee for S.C..	**5.b** Student Services ASB Information Officer Information Officer	**5.c** Spring, 1996 -- ongoing Fall, 1998	**5.d** Information Officer Report Additional marquee(s) in place
A. Need for switchboard operator awareness of all college events/activities	**6.a** Design and implement a method of correspondence between all offices/areas and ASB, and the switchboard.	**6.b** Information Officer ASB	**6.c** Current -- ongoing, enhanced	**6.d** Information form

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
A. Need for more effective coordination among high school and community college staff and faculty	**7.a** Provide assessments at all area high schools. Coordinate increased communication through activities/meetings between high school and community college staff and faculty.	**7.b** Student Services Recruitment Officer Counselors Student Services Recruitment Officer Counselors	**7.c** Fall, 1996 -- ongoing	**7.d** Recruitment Officer (new hire) Recruitment Office Report Meetings/activities between high school and community college staff and faculty
A. Need for additional knowledge among community members regarding MSJC educational opportunities and community activities	**8. a** Seek avenues for increasing community awareness of educational opportunities and community activities. Coordinate communication with the switchboard so that incoming calls regarding events/activities are effectively handled.	**8. b** Student Services Recruitment Officer Counselors Tech Prep Coordinator Information Officer Information Officer Switchboard	**8.c** Fall, 1997 -- ongoing Current -- ongoing, enhanced	**8.d** Recruitment Officer (new hire) Recruitment Office Report The Information Officer will maintain a file on community contacts/press releases and articles
A. Need for increased knowledge among K-12 students and their parents regarding college opportunities and the higher education system	**9.a** Provide K-12 students and their parents College Night programs at area high schools. Provide Open House for K-12 students and their parents to tour campus, meet staff and faculty, and learn of college opportunities and offerings. Seek grant funding to increase outreach.	**9.b** Recruitment Officer Counselors Recruitment Officer Counselors Instructional Faculty Office of Research Dean of Development	**9.c** Fall, 1997 -- ongoing Fall, 1997 -- ongoing Spring, 1996 -- ongoing	**9.d** Recruitment Officer (new hire) Recruitment Office Report Recruitment Officer (new hire) Recruitment Office Report Funding/grant records Research and Development Report
A. Need for increased recruitment efforts/outreach	**10.a** College Night/Open House (See **A. 9.a**). Seek grant funding to increase outreach.	**10.b** Student Services Recruitment Officer Office of Research Dean of Development	**10.c** Fall, 1997 -- ongoing	**10.d** Recruitment Office Report Research and Development Report

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
A. Need for customer service/cultural awareness training for all front-line employees, especially in Student Services	**11.a** Sponsor a district-wide effort in this area.	**11.b** Staff Development Committee	**11.c** Fall, 1996	**11.d** Training Program implementation
A. Need for students to feel a greater sense of belonging or "mattering" to MSJC community	**12.a** Develop an internal follow-up system for new/at risk students that takes place prior to first census.	**12.b** Student Services Office of Research Instructional Faculty	**12.c** Fall, 1997 -- ongoing	**12.d** Follow-up system designed and in place
	Design and implement mentoring system for new/at risk students.	Student Service Instructional Faculty	Fall, 1997 -- ongoing	Mentoring system designed and in place
	Provide students with a bookmark listing all area/department personnel and their responsibilities and phone numbers.	Student Services	Fall, 1996 -- ongoing	Bookmark
	Provide Student Handbooks in Student Services and Admissions and Records offices.	Student Services	Fall, 1996 -- ongoing	Student Handbooks in designated areas
	Seek student input on office/area organization.	Student Services Office of Research	Fall, 1997 -- ongoing	Student Equity Report Institutional Research Update
A. Need for increased intercampus coordination of curriculum-based and student services programs	**13.a** Establish a process to develop student awareness and knowledge of vocational and certificate programs (classroom presentations, information tables, etc.).	**13.b** Tech-Prep Coordinator Student Services Faculty	**13.c** Fall, 1997 -- ongoing	**13.d** Tech-Prep Report Increased transfer rate from non-credit to credit courses
	Establish a computerized system to identify and monitor student progress to facilitate their transition from non-credit to credit courses.	Office of Research Student Services		Institutional Research Update Matriculation Documentation

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
A. Need for assessment of vocational course offerings in relation to community needs	**14.a** Assess the community and present vocational course offerings based on research findings.	**14.b** Office of Instruction Tech-Prep Coordinator Office of Research	**14.c** Fall, 1997 -- ongoing	**14.d** Tech-Prep Report Institutional Research Update
A. Need for additional, ongoing research of area demographics/student body demographics	**15.a** Conduct ongoing research of area demographics/student body demographics and provide findings to Student Services, Instruction, and Community Education.	**15.b** Office of Research	**15.c** Spring, 1997 -- ongoing	**15.d** Institutional Research Report Student Equity Report
A. Need for information dissemination/telephone services in Spanish	**16.a** Assess areas/departments/programs of need. Work with telephone service vendor to discuss implementation of phone service in Spanish in designated areas.	**16.b** Student Services -or- Designated Committee Business Services	**16.c** Fall, 1996 Fall, 1997	**16.d** Student Services or its designated committee will provide a report of its findings Establishment of phone services in Spanish
A. Need for additional Spanish-speaking staff	**17.a** Request all student-contact areas/departments/programs to assess need of Spanish speakers. Areas/departments/programs will present their prioritized findings in writing to Student Services. Hire, reassign, or train staff as needed. Provide all student contact offices with a list of Spanish speaking personnel who can assist them until additional hires/training is complete.	**17.b** Student Services All areas/departments/ programs College Administration Human Resources Student Services	**17.c** Spring, 1996 Summer, 1996 Fall, 1997 -- ongoing Fall, 1996	**17.d** Student Services memo to all student-contact areas/departments/programs All student-contact areas/departments/programs' written findings Hiring records/Training program in place List of contact personnel that includes procedural outline
A. Need for increased college-wide use of multiple measures for student placement	**18.a** English and Math Departments will work with Student Services to assess placement tests and revise as needed.	**18.b** Student Services English Department Math Department	**18.c** Fall, 1997	**18.d** Report of department findings Revised assessment tests (as needed)

Barriers	**Implementation Strategy**	**Accountability**	**Target Date**	**Evaluation Benchmarks**
A. Need for increased institutional input to orientation and registration processes	**19.a** Expand multi-lingual communication capabilities (see #14 & 15).	**19.d** Student Services Business Services	**19.c** Fall, 1997	**19.d** Expansion of communication capabilities Student Services report of findings (see A.14 and 15)
	Maintain registration openings for all special groups (i.e., EOPS, CARE, disabled, etc.).	Student Services Office of Instruction Dean of Admissions and Records	Ongoing	Registration openings in place
	Assess need and increase credit course offerings for limited English speaking students.	Office of Instruction Office of Research	Spring, 1997 -- ongoing	Institutional Research Update Curriculum Committee Minutes
	Improve coordination between faculty and staff regarding open classes, special course opportunities for students, and occupational training/Community Ed. courses.	Student Services Office of Instruction	Fall, 1996 -- ongoing, enhanced	Coordination elements in place
A. Need for more information about retention factors	**20.a** Perform initial and longitudinal studies examining retention factors.	**20.b** Office of Research	**20.c** Spring, 1996 -- ongoing	**20.d** Institutional Research Update Matriculation Documentation

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
A. Need for increased levels of access/educational opportunities for various underrepresented groups	**21.a** Increase outreach efforts (see #9 and #10).	**21.b** Student Services Counselors Instructional Faculty	**21.c** Fall, 1997 -- ongoing	**21.d** Recruitment Office Report
	Develop a bilingual resource list to provide bilingual services to students.	Student Services	Fall, 1997	Resource List
	Seek grant funding and research outreach programs to assist the College in recruitment/retention of historically underrepresented students.	Office of Research Dean of Development	Fall, 1997 -- ongoing	Research and Development Report Funding/grant records
	Establish PUENTE on the MVC campus.	Counseling Department English Department	Fall, 1996	PUENTE Program in place
	Develop partnerships with agencies serving disabled citizens to conduct outreach to the community disabled population.	Disabled Student Services	Fall, 1996	Disabled Student Services Report
	Produce videos about the College and its programs and services. Distribute videos throughout the service area to ethnic community and cultural centers, public libraries, and high school centers.	Student Services Counselors Recruitment Officer Information Officer	Fall, 1997	Videos
	Establish a pilot mentoring program with minority members of the community, faculty, staff, and students to provide support and role models (see #10).	Student Services Recruitment Officer Faculty Community Organizations	Fall, 1997	Recruitment Office Report
A. Need for increased disabled student access to college facilities	**22.a** Install an electric door or bell for DSP building entry points.	**22.b** Student services Disabled Student Services	**22.c** Fall, 1998	**22.d** electric door or bell in place
	Create DSP testing space at MVC.	Student Services Disabled Student services	Fall, 1997	Testing space determined and utilized

Barriers	**Implementation Strategy**	**Accountability**	**Target Date**	**Evaluation Benchmarks**
A. Need for methods to assist students from low socioeconomic backgrounds to become aware of college as an option, to enroll in college, and to succeed in college	**23.a** Increase student and faculty awareness of grant funding/financial aid availability by placing grant information in both campus libraries and by providing funding updates to faculty.	**23.b** Dean of Development Financial Aid	**23.c** Fall, 1996 -- ongoing	**23.d** Updated grant information in libraries
	Provide additional assistance with grant funding/financial aid application packets.	Financial Aid ASB Student Volunteers	Fall, 1996 -- ongoing, pending	Funding/grant records
	Seek grant funding to increase access to college for students from low socioeconomic backgrounds.	Dean of Development Faculty	Fall, 1996 -- ongoing	Increased grant applications/grant funding
	Research programs designed to recruit and acclimate non traditional students to the college environment.	Dean of Development Office of Research	Fall, 1997	Institutional Research Update Funding/grant Records
	Expand childcare facilities and access at SJC, and establish childcare facilities at MVC.	Student Services Childcare Center	Fall, 1999	Establishment of MVC facilities; increased SJC hours/employees
A. Need for increased study skills/college life among incoming students in general, specifically historically underrepresented and students from low socioeconomic backgrounds	**24.a** Research feasibility of creating a mandatory one unit study skills/college life skills course team taught by all instructional faculty and counselors.	**24.b** Subcommittee established by the Academic Senate	**24.c** Spring, 1996	**24.d** Report prepared by Subcommittee
	Increase lab hours.	Office of Instruction	Fall, 1997	Report prepared by the Office of Instruction
	Increase tutor access at MVC.	Dean of Instruction	Fall, 1997	

Basic Skills Completion Rates at MSJC

Basic Math Completion Rates Research

The percentage of students who completed the degree-applicable course (Math 90) within two semesters of having completed the final basic skills course (Math 51).

Population	1992 enrolled	% in Math 51	% in Math 90
Asian	1.92% n=175	8.0% n=14	35.7% n=05
African American	2.66% n=243	16.1% n=39	30.8 n=12
Filipino	0.93% n=085	25.9% n=22	22.7% n=05
Hispanic	19.18% n=1751	13.3% n=233	31.8% n=74
Native American	2.57% n=235	25.1% n=59	22.0% n=13
White	68.10% n=6215	26.3% n=1072	46.2% n=383
Pacific Islander	0.26% n=024	12.5% n=03	66.7% n=02
Disabled	0.02% n=193	0.0% n=0	0.0% n=0
Female	62.94% n=5738	19.82% n=1137	35.62% n=405

1992 enrolled signifies opening course enrollment

% in Math 51 represents a subset of 1992 *enrolled*: students who enrolled in Math 51 during their academic career

% in Math 90 represents the subset of *% in Math 51* enrolled who completed Math 90 within two semesters of having taken Math 51

"*n*" = the total number of students

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the seven ethnicity/race groupings does not equal 100%. Disabled data represent only those students utilizing the Disabled Students Program and may therefore not be entirely representative.)

Basic English Completion Rates Research

The percentage of students who completed the degree-applicable course (English 98) within two semesters of having completed the final basic skills course (English 60;64).

Population	1992 enrolled	% Eng. 60/64	% Eng. 98
Asian	1.92% n=175	39.4% n=69	23.2% n=16
African American	2.66% n=243	20.6% n=50	32.0% n=16
Filipino	0.93% n=085	38.8% n=33	30.3% n=10
Hispanic	19.18% n=1751	19.6% n=343	27.4% n=94
Native American	2.57% n=235	20.4% n=48	25.0% n=12
White	68.10% n=6215	12.1% n=754	32.5% n=245
Pacific Islander	0.26% n=024	12.5% n=3	33.3% n=1
Disabled	0.02% n=193	0.0% n=0	0.0% n=0
Female	62.94% n=5738	15.68% n=900	23.0% n=207

1992 enrolled signifies opening course enrollment

% Eng. 60/64 represents a subset of *1992 enrolled*: students who enrolled in English 60 during their academic career

% English 98 represents the subset of *% Eng. 60/64* students who completed English 98 within two semesters of having taken either English 60 or English 64

"*n*" = the total number of students

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the seven ethnicity/race groupings does not equal 100%)

Research Implications

Successful completion rates in ESL/basic skills courses is an important indicator of student success, specifically for historically underrepresented student populations. Statewide basic skills course completion rates tend to be lower than completion rates in all other coursework areas. According to The Effectiveness of California Community Colleges on Selected Performance Measures (April, 1995), Statewide completion rates were 4.4% for ESL courses and 9.3% for remediation/basic skills courses for Fall 1992. Presumably, the statewide rates for successful completion of degree-applicable coursework in the discipline within a given number of semesters of having completed the final basic skills course would be significantly lower. Mt. San Jacinto College found that the lack of transfer level ESL course offering compromised accurate assessment of student progress in ESL. Completion rates from final ESL courses (English 53/54), which are non-transferable, to the degree-applicable English course (English 98) are virtually non-existent, with 0.0006% being the highest average (Hispanic) for all ethnic groupings.

Basic skills course completion rates in English (within two semesters) are fairly evenly distributed, with a mean of 29.1%. Successful completion rates are highest for Pacific Islanders, whites, and African Americans, in that order. Completion rates are lowest for Asians, females, Native Americans, and Hispanics, in that order. The range between all groupings is 10.1%. The range between all groupings except for Pacific Islanders, whose group is comprised of three individuals and hence skews the sample, is 9.3%. No disabled students enrolled.

Successful course completion rates in math (within two semesters) have a range of 44.7%, with a mean completion rate of 36.6%. Distribution reflects significantly higher completion rates for Pacific Islanders, whose grouping is comprised of three individuals and hence skews the sampling. The range without this grouping is 24.2%. Whites have the second highest completion rate, though they fall 20.5% below Pacific Islanders. Asians and females are third at approximately 10.5% lower than whites. Lowest completion rates are held by Filipinos and Native Americans, whose rates differ by only 0.7%. These results display the importance of breaking Asians into as many categories as possible, as their success rates as well as their cultures differ widely. No disabled students enrolled in Math 51.

Goal: To improve by 5% a year the percentage of students who successfully complete the degree-applicable course in English (English 98) within six semesters of having completed the final ESL course

Goal: To improve by 5% a year the percentage of students who successfully complete the degree-applicable course (English 98) within two semesters of having completed the final basic skills course (English 60)

Goal: To improve by 5% a year the percentage of students who successfully complete the degree-applicable course (Math 90) in the discipline within two semesters of having completed the final basic skills course (Math 51)

ESL/BASIC SKILLS COMPLETION

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
E. Need for greater access to student support services	**1.a** Evaluate methods for increasing student access to counseling, financial aid, and career services. Evaluate methods for increasing student access to classroom, lab, and library space and/or hours.	**1.b** Student Services Dean of Instruction Librarians	**1.c** Fall, 1997 Fall, 1997	**1.d** Student Services Report Matriculation Documentation Dean of Instruction/Library Report
E. Need for low enrollment ESL courses to be sustained so that students are not prevented from ESL course sequence completion	**2.a** Assess feasibility of converting ESL courses to protected (Omega) status.	**2.b** English Department Curriculum Committee	**2.c** Fall, 1996	**2.d** English Department memo to Curriculum Committee Curriculum Committee Minutes
E. Need for greater fluency of English in student body	**3.a** Determine feasibility of offering lower level ESL/Community Ed. courses each semester.	**3.b** English Department Community Education	**3.c** Fall, 1997	**3.d** English Department Meeting Minutes
E. Need for greater access to courses for second language students	**4.a** Determine feasibility of offering transfer-level, protected (Omega) ESL and sequenced courses that parallel English 60 and 98. Determine feasibility of offering Community Education ESL , courses designed to transition students into college credit ESL courses, each semester.	**4.b** English Department Curriculum Committee English Department Community Education	**4.c** Fall, 1997 Fall, 1997	**4.d** English Department Meeting Minutes English Department Meeting Minutes

Barriers	**Implementation Strategy**	**Accountability**	**Target Date**	**Evaluation Benchmarks**
E. Need for increased study skills among ESL/Basic Skills students	**5.a** Research feasibility of creating mandatory one unit study skills course team taught by all instructional faculty and counselors, at least for high-risk students. Increase lab hours. Increase tutor access at both sites.	**5.b** Subcommittee established by Academic Senate Office of Instruction Dean of Instruction Student Services	**5.c** Spring, 1997 Fall, 1997 Spring, 1996 -- ongoing	**5.d** Report prepared by subcommittee Report prepared by Office of Instruction
E. Need for increased tracking of low scoring and/or high risk students	**6.a** Perform initial and longitudinal studies tracking low scoring and/or high risk students.	**6.b** Office of Research	**6.c** Spring, 1997 -- ongoing	**6.d** Institutional Research Update Matriculation Documentation
E. Need for increased awareness of program options in student body	**7.a** Disseminate simplified lists and/or charts about programs/program options to counselors and in classrooms.	**7.b** Academic Departments	**7.c** Fall, 1996 -- ongoing	**7.d** Department files Course lists/charts
E. Need for greater instructional faculty awareness of the role of language in the learning process and the nature of learning in a second language	**8.a** Flex activity focused in this area for all instructional faculty.	**8.b** Flex Committee Instructional Faculty	**8.c** Fall, 1997	**8.d** Flex Handbook
E. Need for greater faculty awareness of optimal learning styles and environments among students	**9.a** Flex activity focused in this area for all instructional faculty.	**9.b** Flex Committee Instructional Faculty	**9.c** Fall, 1997	**9.d** Flex Handbook

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
E. Need to decrease class size in English 60 and Math 51 so that students may obtain increased individual attention	**10.a** Determine feasibility of reducing course size. Secure information from other colleges with smaller classes regarding student success.	**10.b** Math Department English Department Curriculum Committee	**10.c** Spring, 1997	**10.d** Math Department Meeting Minutes English Department Meeting Minutes
E. Need to make area high schools more aware of academic writing requirements of MSJC English program	**11.a** Increase articulation efforts with area high schools	**11.b** Articulation Officer	**11.c** Current -- ongoing, enhanced	**11.d** Articulation Update
E. Need for increased reading skills among incoming students so that they are better able to access college text books	**12.a** Develop short-term immersion courses in reading.	**12.b** English Department	**12.c** Fall, 1997	**12.d** Curriculum Committee Minutes
E. Need for more understanding about college on the part of incoming MSJC students	**13.a** Develop rigorous, mandatory orientation program for all incoming students. Expand outreach efforts to parents of MSJC and future MSJC students.	**13.b** Matriculation Committee Recruitment Officer (new hire)	**13.b** Fall, 1997 Spring, 1997	**13.d** Matriculation Committee Minutes Recruitment Office Report
E. Need for assessment/ evaluation of math and English placement measures	**14.a** Assess math and English placement measures.	**14.b** Math Department English Department Counselors	**14.c** Spring, 1997	**14.d** Placement measure revision/ update Matriculation Committee Minutes
E. Need for more interaction with adjunct faculty	**15.a** Develop program of interaction between adjunct and full time faculty.	**15.b** Academic Departments	**15.c** Fall, 1997	**15.d** Program of interaction in place -or- Flex Handbook (activity)

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
E. Need for greater articulation between K-12 teachers and MSJC ESL course offerings	**16.a** Increase articulation efforts between MSJC and K-12 teachers.	**16.b** Articulation Officer	**16.c** Fall, 1997	**16.d** Articulation and Matriculation Reports
E. Need for ESL placement measures	**17.a** Secure sample testing measures from other colleges	**17.b** English Department	**17.c** Fall, 1997	**17.d** Placement measure revision/ update
	Assess feasibility of expanding assessment process to accommodate incoming ESL students.	Matriculation Committee	Fall, 1997	Matriculation Documentation
	Work with area schools to increase awareness of the importance of correct/valid assessments.	Articulation Officer Recruitment Officer	Fall, 1996 -- Spring, 1997	Articulation Update
E. Need for bilingual counseling services for ESL students on both campuses	**18.a** Assess ESL counseling need.	**18.b** Counselors	**18.c** Fall, 1997	**18.d** Counseling Department Memorandum
	Request needed training and/or additional counselor(s).	Student Services	Fall, 1997	
E. Need for effective reading and writing skills within student population	**19.a** Work to enhance writing across the curriculum.	**19.b** Academic Departments	**19.c** Fall, 1996	**19.d** Course guidelines Course syllabi
	Work to increase enrollment in reading classes.	English Department	Fall, 1996	Fliers for counselors, classroom, and general college distribution
	Develop a short term immersion course in reading.	English Department	Fall, 1997	Curriculum Committee Minutes
E. Need for student access to full array of day and evening ESL course offerings on both campuses	**20.a** Develop additional ESL courses in accordance with non credit and credit needs.	**20.b** Community Education English Department	**20.c** Spring, 1998	**20.d** English Department Minutes
	Offer pilot ESL courses with protected status (Omega) for day and evening students.	English Department Curriculum Committee	Fall, 1998	Curriculum Committee Minutes

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
E. Need for effective tracking of ESL/Basic Skills students	**21.a** Create and implement initial and longitudinal research tracking ESL/Basic Skills students.	**21.b** Office of Research	**21.c** Spring, 1997	**21.d** Matriculation Documentation Institutional Research Update
E. Need for pre-college credit level courses for ESL students offered each semester	**22.a** Determine feasibility of offering lower level ESL Community Ed. Courses each semester.	**22.b** English Department Community Education	**22.c** Fall, 1997	**22.d** English Department Minutes
E. Need for students to begin math sequence during first semester, or as soon as possible, to take math courses consecutively, and to seek help when necessary	**23.a** Advise students to begin math early, to take courses consecutively, and to seek help when necessary.	**23.b** Counselors Math Faculty	**23.c** Spring, 1996 -- ongoing	**23.d** Course syllabi Counseling Meeting Minutes Tutoring records
	Inform math students about tutoring availability at SJC and about computer lab tutorials at MVC by announcing this in class and including it in course syllabi. Whenever possible, offer student incentives for seeking these services (e.g., extra credit).	Math Faculty	Spring, 1996 -- ongoing	Course syllabi Lab records

Successful Course Completion at MSJC

Successful Course Completion Research

The ratio of the number of courses that students successfully complete (A, B, C, Cr) to the number of courses in which students are enrolled on the census day of the term.

Grouping	Total Population	Courses	Courses Completed
Asian	1.84% n=116	n=276	75% n=207
African American	3.29% n=207	n=617	51% n=317
Filipino	1.44% n=091	n=201	75% n=150
Hispanic	17.75% n=1118	n=2569	60% n=1553
Native American	2.48% n=156	n=386	60% n=220
White	69.23% n=4360	n=9250	69% n=6392
Pacific Islander	0.25% n=016	n=030	53% n=016
Disabled	4.43% n=279	n=873	62% n=519
Female	62.79% n=3955	n=8367	69% n=5792

Total Population represents Spring 1995 enrollment

Courses Enrolled represents the total number of courses taken by each grouping

"*n*"= the total number of students

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the seven ethnicity/race groupings does not equal 100%. Disabled data represent only those students enrolled in the Disabled Students Program and may therefore not be entirely representative.)

Research Implications

Successful course completion is an important measure of equity. Mt. San Jacinto College's successful course completion rates are highest for Asians and Filipinos, who share a 75% success rate. Successful course completion rates are second highest for whites and females at 69%. Disabled students succeed at 62%. Hispanics and Native Americans share a success rate of 60%. Lowest completion rates are held by disabled students, who succeed at 57%, by Pacific Islanders, who succeed at 53%, and by African Americans, who succeed at 51%. The range between all groupings is 24%.

Goal: To increase completion rates by 5% for each group

Goal: To reduce the difference between all groups to a maximum of 10% by 2000

Goal: To maintain standards of rigor throughout the process

SUCCESSFUL COURSE COMPLETION

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
8. Need for a systematic review and update of all curricula to ensure diversity issues are integral to the material	1.a Review all curricula to ensure diversity issues are integral to the material.	1.b Academic Departments Office of Instruction Curriculum Committee	1.c Fall, 1999	1.d Course guidelines Course syllabi Curriculum Committee Minutes

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
S. Need for additional support services	2.a Evaluate methods for increasing student access to counseling, financial aid, and career services.	2.b Student Services	2.c Fall, 1997	2.d Student Services Report
	Evaluate methods for increasing student access to classroom, lab, and library space and/or hours.	Dean of Instruction Librarians	Fall, 1997	Dean of Instruction/Library Report
	Increase tutor access at both campus cites.	Dean of Instruction	Spring, 1996 -- ongoing	Report prepared by Office of Instruction
	Provide textbooks on reserve.	Instructional Faculty	Current -- expanded, ongoing	Course syllabi
	Provide textbooks on tape.			Library Reserve Records
	Provide district-wide TDD telephone system.	Disabled Student Services	Fall, 1996	District-wide TDD telephone system
	Expand childcare facilities/access at SJC, and establish childcare facilities at MVC.	Student Services Childcare Center	Fall, 1999	Increased SJC hours/access Establishment of MVC facilities
	Increase financial aid, small emergency awards, and timely dispersement of funds.	Financial Aid Office Dean of Admissions and Records	Fall, 1998	Financial Aid Records
	Work with RTA to provide bus schedules on both campuses and to increase service to the college.	Information Officer	Spring, 1996 -- ongoing	Bus schedules
	Establish program designed to increase success rate for African Americans.	Student Services Dean of Development	by Fall, 1998 -- ongoing	Program Documentation Program in place

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
S. Need for increased faculty/front line personnel awareness of service areas and the variety of MSJC's student population	**3.a** Provide flex activity bus trips through service areas, specifically rural and low income areas so that faculty/front line personnel can be more aware of and sensitive to the needs of all MSJC students.	3.b Flex Committee Faculty	3.c Spring, 1997 -- ongoing	3.d Flex Handbook
	Provide student presentations/forums for faculty/front line personnel.	ASB Student Clubs	Fall, 1996 -- ongoing	Flex Handbook Presentation information will be maintained in college files
S. Need for increased sensitivity to cultural/ability differences	**4.a** Provide flex activities/Pre-College Day activities designed to enhance awareness of cultural/ability differences.	4.b Faculty Disabled Student Services	4.c Spring, 1997 -- ongoing	4.d Flex Handbook Pre-College Day activities records
S. Need for increased acknowledgment and recognition of the academic achievements of historically underrepresented students	**5.a** Develop and expand existing student recognition programs.	5.b Student Services	5.c Current -- ongoing, enhanced	5.d Student Services records Recognition programs in place Recognition programs records
S. Need for increased support for faculty to maintain currency in their disciplines	**6.a** Maintain and expand currency in learning materials/equipment.	6.b Flex Committee Faculty	6.c Current -- ongoing	6.d Flex Handbook
	Increase faculty skills/knowledge. Provide computer and multi-media presentation training.	Flex Committee Faculty	Current -- ongoing	Flex Handbook
	Provide reimbursement and recognition for college coursework related to area of service.	Office of Instruction Salary Advancement Committee	Current -- ongoing, enhanced	Salary Advancement Committee Minutes

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
S. Need for low enrollment transfer level/degree-applicable courses to be sustained so that students are not prevented from transfer or degree completion in a timely manner	**7.a** Assess feasibility of converting selected transfer level/degree-applicable courses to Omega status.	**7.b** Office of Instruction Academic Departments Curriculum Committee	**7.c** Fall, 1996 -- ongoing	**7.d** Curriculum Committee Minutes Course Outlines
S. Need for greater student access to regular course offerings/course schedule	**8.a** Create greater consistency of course offerings so that scheduling changes are minimized (e.g., prevent last minute add or deletion of course offerings when possible). Provide final exam schedule in schedule of classes so that students can coordinate their MSJC semester schedules with outside commitments.	**8.b** Office of Instruction Division Directors Department Chairs Office of Instruction	**8.c** Fall, 1996 -- ongoing Fall, 1997 -- ongoing	**8.d** Schedule of classes Office of Instruction records of course changes Schedule of classes
S. Need for varied staff/faculty hours so that night/part time students have increased access to student services	**9.a** Encourage faculty to teach/counsel during afternoon and evening hours. Assess feasibility of offering varied work schedules for staff.	**9.b** Academic Departments Office of Instruction Student Services All student contact service areas	**9.c** Spring, 1996 -- ongoing Fall, 1996 -- ongoing	**9.d** Schedule of classes Schedule of counseling appointments All student contact service area records
S. Need for Admissions and Records and Student Services to be centralized and better coordinated	**10.a** Move Admissions and Records and Student Services to provide a centralized location. Maintain regularly scheduled meetings between Admissions and Records and Student Services administrators, faculty, and staff.	**10.b** Office of the President Admissions and Records Student Services Admissions and Records Student Services	**10.c** Fall, 1996 Fall, 1996 -- ongoing	**10.d** Location of offices/campus maps Minutes of meetings

Degree and Certificate Completion at MSJC

Degree and Certificate Research

The total number of degrees and certificates awarded and the ethnic distribution of the recipients.

MSJC Population	Degrees		Certificates		Total	
Asian	2.69%	n=12	1.37%	n=02	2.35%	n=14
African American	1.56%	n=07	1.37%	n=02	1.51%	n=09
Filipino	0.67%	n=03	4.80%	n=07	1.68%	n=10
Hispanic	9.56%	n=43	11.64%	n=17	10.07%	n=60
Native American	1.78%	n=08	2.74%	n=04	2.01%	n=12
White	83.33%	n=375	78.10%	n=114	82.05%	n=489
Pacific Islander	0.44%	n=02	0.0%	n=0	0.34%	n=02
Female	75.11%	n=338	74.70%	n=109	75%	n=447

MSJC Population represents the students who were enrolled during Fall, 1994.

"*n*" = the total number of students

Disabled data are currently unavailable

Research Implications

Degree and certificate completion rates are consequential measures of student success and equity. At Mt. San Jacinto College, Asians, Native Americans, Filipinos, and Pacific Islanders receive degrees and certificates within .5% of their representation in the college. African Americans receive degrees and certificates at 1.78% below their representation; Hispanics, at 7.68% below their representation. Females receive degrees and certificates at 12% above their representation in the college.

Goal: To increase by 10% a year the total number of degrees and certificates awarded

Goal: To ensure that the ethnic distribution of degree and certificate recipients is within 2% of the enrollments four years earlier

DEGREE AND CERTIFICATE COMPLETION

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
D. Need for greater awareness among students/potential students regarding degree and certificate options	1.a Prepare brochure that outlines degree and certificate offerings for classroom, counseling office, and community dissemination.	1.b Tech-Prep Coordinator Office of Instruction	1.c Fall, 1996	1.d Brochures Tech-Prep Report
	Provide comprehensive Career Center services on the MVC.	Career Center	Fall, 1997	Establishment of comprehensive Career Center services on MVC
	Increase information about Career Center services.	Career Center	Current -- ongoing	Career Center Reports/Updates
	Review and revise orientation process to enhance high contact, multiple area introduction to MSJC and its services.	Student Services Office of Instruction	Fall, 1997 -- ongoing	Matriculation Documentation
	Educate business community regarding scope of certificates available.	Tech-Prep Coordinator Marketing Committee	Current -- ongoing	Tech-Prep Report
D. Need for greater accessibility to program schedule	2.a Explore scheduling alternatives to augment regular 16 week semester courses.	2.b Office of Instruction Academic Faculty	2.c Fall, 1997	2.d Schedule of Course Offerings Course Outlines
	Track student schedules semester to semester to determine whether degrees and certificates can be obtained in a timely manner (i.e., are students able to complete degree programs based on course time/day availability?)	Office of Research	Fall, 1997	Institutional Research Update
D. Need for greater academic support	3.a Expand tutoring availability.	3.b Student Services	3.c Fall, 1997	3.d Report by Dean of Instruction
	Provide tutoring for vocational courses.	Student Services Dean of Instruction	Spring, 1997	Tech-Prep Report

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
D. Need for assessment of degree and certificate offerings to determine how MSJC meets degree and certificate needs of its service area (e.g., business needs)	**4.a** Track employment placement rate to determine program success. Work with community/business leaders to assess program offerings.	**4.b** Office of Research Tech-Prep Coordinator Marketing Committee	**4.c** Fall, 1997 -- ongoing	**4.d** Institutional Research Update Tech-Prep Report
D. Need for research to determine disabled degree and certificate completion rates	**5.a** Research disabled degree and certificate completion rates.	**5.b** Office of Research	**5.c** Fall, 1996 -- ongoing	**5.d** Student Equity Report

Transfer at MSJC

Transfer Research Results

The percentage of each group that is enrolled to the percentage who transfer to a CSU or a UC campus each year and the ethnic distribution of these transfer students.

% MSJC population	91/92	92/93	93/94
Asian/Pacific Islander	2.3%	2.3%	2.5%
African American	2.7%	3.2%	3.3%
Filipino	0.9%	1.1%	1.1%
Hispanic	14.2%	15.3%	16.5%
Native American	2.7%	2.8%	2.6%
White	74.7%	71.3%	69.7%

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the six groups does not equal 100%. As Disabled and Female transfer rates are currently unavailable, they are not displayed in MSJC population)

% MSJC transfer rates	91/92	92/93	93/94
Asian/Pacific Islander	2.5%	5.5%	4.2%
African American	4.2%	6.4%	3.1%
Filipino	0.0%	1.8%	0.52%
Hispanic	11.8%	13.6%	18.2%
Native American	0.8%	0.9%	0.0%
White	74.0%	55.5%	61.5%

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the six groups does not equal 100%. These data are provided by CPEC. Disabled and Female population data are currently unavailable.)

Research Implications

Education Code section 51027 requires that the governing board of each community college district recognize transfer as one of its primary missions, and that an emphasis shall be placed on the preparation and transfer of underrepresented students. Mt. San Jacinto College found that although it places great importance on transfer, and has established a successful Transfer Center, more needs to be done to increase transfer rates, specifically among historically underrepresented groups and ethnic minorities, as defined by Division 6 of Title 5, Subchapter 4, Section 54220.

At Mt. San Jacinto College, Asians and Pacific Islanders are transferring at slightly higher rates than their representation in the community and at the college. African Americans are transferring on par with their representation (1993/94) though transfer rates are below representation figures for the two proceeding years. African Americans are also transferring at slightly higher rates than their representation in the community. Filipinos are transferring at rates slightly lower than their representation in the college. Their representative percentage in the community cannot be determined from current census data. Hispanics are transferring at rates very slightly under their representation in the college and slightly below their representation in the community. Native Americans are transferring at much lower rates than their representation in the college and slightly below their representation in the community., though their representation in the college is slightly higher than within the community. Whites transfer at rates slightly lower than their representation in the college.

Goal: To increase by 5% a year the number of students who transfer

Goal: To ensure the ethnic distribution of transfer students is within 2% of the enrollments four years earlier

TRANSFER

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
T. Need for greater campus-wide awareness of transfer requirements	1.a The transfer center will produce informational brochures and fact sheets to increase student, counselor, and instructional faculty awareness of transfer requirements and options.	1.b Transfer Center Student Services	1.c Spring, 1996 -- ongoing	1.d Production of brochures and fact sheets
T. Need for increased written articulation agreements	2.a The Articulation Officer will work to increase articulation agreements.	2.b Articulation Officer	2.c Fall, 1996 -- ongoing	2.d Transfer Center Annual Report
T. Need for increased interaction between counselors and academic divisions regarding articulation	3.a The Articulation Officer will hold regular meetings with instructional faculty to increase awareness between counselor and academic divisions regarding articulation.	3.b Articulation Officer Instructional Faculty	3.c Fall, 1996 -- ongoing, yearly	3.d Transfer Center Annual Report
T. Need for greater transfer among all students, particularly historically underrepresented students	4.a The Transfer Center will offer transfer orientations. The Transfer Center will work with all appropriate college personnel to increase transfer among historically underrepresented students and to research programs which support underrepresented student transfer.	4.b Transfer Center All appropriate college personnel	4.c Spring, 1996 -- ongoing Establishment of at least one program: Fall, 1997 -- ongoing	4.d Transfer Center Annual Report Increase in number of transfers, specifically among traditionally underrepresented students Establishment of program
T. Need for increased curriculum offerings to assure that students can meet GE requirements at MSJC in a variety of disciplines	5.a The Office of Instruction will oversee a study of GE requirements/course offerings at California community colleges in order to assess MSJC course offerings.	5.b Office of Instruction	5.c August, 1997	5.d Presentation of study to all college faculty/administrators

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
T. Need for database to identify prospective transfer students	6.a The Office of Research will work with Data Processing and the Transfer Center to establish a database to identify transfer students and potential transfer students and to evaluate MSJC's transfer efforts. The Office of Research and the Transfer Center will produce a joint report on their findings.	6.b Office of Research Data Processing Transfer Center	6.c June, 1997	6.d Production of Office of Research/Transfer Center Report
T. Need for transfer orientations	7.a The Transfer Center will offer transfer orientations	7.b Transfer Center	7.c Spring, 1996 -- ongoing	7.d Transfer Center Annual Report
T. Need for coordination of transfer functions with four year colleges and universities	8.a The Transfer Center will work to coordinate transfer functions with four year colleges and universities.	8.b Transfer Center	8.c Spring, 1996 -- ongoing	8.d Transfer Center Annual Report
T. Need for Transfer Center review of implementation of State mandates	9.a The Transfer Center will review State mandates	9.b Transfer Center	9.c Spring, 1996 -- ongoing	9.d Transfer Center Annual Report
T. Need for reclassification of the Transfer Center Specialist classified position to a Certificated position	10.a The Transfer Center Specialist will continue reclassification procedures.	10.b Office of the President Student Services	10.c Fall 1995	10.d Reclassification Transfer Center Annual Report
T. Need for implementation of a local advisory committee that consists of students, campus departments and services, and four year college and university personnel	11.a The Transfer Center will work to implement an advisory committee	11.b Transfer Center	11.c Spring, 1996 -- ongoing, pending reclassification	11.d Transfer Center Annual Report

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
T. Need for the establishment of institutional research for ongoing internal evaluation of the effectiveness of the college's transfer efforts and the achievement of its Transfer Center Plan	**12.a** The Office of Research and Data Processing will work with the Transfer Center to assist in this internal evaluation; the Transfer Center will undertake the implementation of the Transfer Center Plan with the supporting documentation provided.	**12.b** Data Processing Office of Research Transfer Center	**12.c** June, 1997 -- ongoing	**12.d** Transfer Center Annual Report
T. Need for student on-site exposure to four year college and university experience	**13.a** The Transfer Center will work with all counselors to increase on-site tours to four year colleges and universities for MSJC students. The Transfer Center will work with counselors to establish summer placement on local college and university campuses.	**13.b** Student Services Counseling Department Transfer Center Counseling Department Transfer Center	**13.c** Fall, 1996 -- ongoing Summer, 1997 -- ongoing	**13.d** Transfer Center Annual Report; increase in number of on-site visits as documented by Student Services Transfer Center Annual Report
T. Need for transportation to take students on tours of four year college and university campuses	**14.a** The Office of the President will work with the Transfer Center to secure transportation to take students on campus tours.	**14.b** Office of the President Transfer Center	**14.c** Spring, 1996 -- ongoing	**14.d** Designated transportation vehicle Transfer Center Annual Report Increase in student tours
T. Need for greater student access to transfer services	**15.a** The Transfer Center will work with the Vice President of Student Services and the Office of the President to secure increased transfer center space, increase transfer center support staff, and increase transfer center hours on both college campuses.	**15.b** Vice President of Student Services Office of the President Transfer Center	**15.c** Fall, 1996 -- ongoing	**15.d** Strategic Planning Report Transfer Center Annual Report
T. Need for Transfer Center access to all student transcripts	**16.a** Data Processing will work to add non-MSJC student transcripts to the mainframe.	**16.b** Data Processing	**16.c** Fall, 1997	**16.c** Non-MSJC student transcripts added to mainframe

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
T. Need for research data on transfer rates for female and disabled populations	17.a Research completion rates and transfer status for females and for disabled students.	17.b Office of Research	17.c Spring, 1997 -- ongoing	17.d Institutional Research Update Student Equity Report

MSJC Annual Review Model

Student Equity goals and activities will become a component of MSJC's regular program review process. Each year, the Student Equity Committee, aided by the Office of Research, will produce a Student Equity Report based on ongoing research and assessment of campus climate, access, and success. The Student Equity Committee will seek input from all college areas and maintain representative membership.

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Appendix A

Assembly Bill No. 4071

CHAPTER 690

An act to add Article 3 (commencing with Section 66915) to Chapter 11 of Part 40 of the Education Code, relating to education, and making an appropriation therefor.

[Approved by Governor August 28, 1988. Filed with Secretary of State August 29, 1988.]

LEGISLATIVE COUNSEL'S DIGEST

AB 4071, Vasconcellos. Postsecondary education.

Under existing law, the California Postsecondary Education Commission is vested with various duties and responsibilities regarding higher education.

This bill would require the commission to develop an assessment of the feasibility and present possible options for identifying and addressing educational equity at the University of California, California State University, and the California Community Colleges. The bill would define "educational equity" and "multicultural success" for purposes of the bill.

This bill would require that the California Postsecondary Education Commission report to the Governor and the Legislature on or before January 1, 1990, detailing the results of this study and recommendations for implementation of state policy to achieve the intent of this bill.

This bill would appropriate $50,000 to the California Postsecondary Education Commission for the purposes of the bill.

Appropriation: yes.

The people of the State of California do enact as follows:

SECTION 1. Article 3 (commencing with Section 66915) is added to Chapter 11 of Part 40 of the Education Code, to read:

Article 3. Higher Education Equity Assessment Act of 1988

66915. As used in this article:

(a) "Educational equity" means the development and maintenance of institutional policies, programs, practices, attitudes, and expectations, that are conducive to, and serve to encourage, the achievement of appropriate educational goals by all students at the institution, in particular women and students from minority groups traditionally underrepresented in higher education.

(b) "Multicultural success" means the development, within each student attending public higher educational institutions, of various demensions and capacities that are essential for living, working, and

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contributing successfully in a multiracial and multicultural society, including a personal familiarity, sensitization, and comfort with other cultures.

66916. The Legislature finds and declares all of the following:

(a) The State of California has and operates the premier system of public higher education in the entire world.

(b) By the year 2002, the State of California will become the first state in the continental United States with no racial majority, wherein Latinos will constitute 33 percent, Asians 12 percent, Blacks 9 percent, and Anglos 46 percent of our total population.

(c) The State of California, therefore, has the opportunity and the challenge to create the world's first truly healthy multicultural state and society.

(d) Given the growing multicultural diversity of postsecondary educational institutions, the State of California has a fundamental interest in demanding institutional accountability on questions of educational equity.

(e) Future success in adapting to the growing diversity of the state's population will depend, in part, on the development of multiple measures of the level of educational equity and the degree of multicultural success being provided in California's postsecondary educational institutions.

(f) A primary goal of every educational institution should be to ensure an equitable educational environment for each student, regardless of gender or race.

(g) A primary measure of the effectiveness of a postsecondary education institution should be its success in providing an equitable educational environment for its students.

(h) Institutions of higher education currently have few if any systematic measures for evaluating the extent to which an equitable educational environment is being provided for students generally.

(i) Most existing measures of equity in higher education focus on numerical data, such as application, admission, and graduation rates. These measures provide a quantitative indication of what is happening to underrepresented students who aspire to postsecondary degrees, but provide almost no information on the reasons why some students achieve their educational objectives and others do not.

(j) The purposes of this article are to do the following:

(1) Determine and assess the obstacles, practices, programs, and attitudes, both personal and institutional, which serve to deter women and minority students from traditionally underrepresented groups from fully realizing their educational potential during their tenure at postsecondary educational institutions.

(2) Develop standard qualitative techniques for assessing educational equity, such as student and faculty surveys on questions of differential treatment and educational equity, as well as exit interviews with students leaving school before degree completion.

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These techniques can provide important information explaining the causes of changes in student performance as measured through application, admission, and graduation rates. This information also can be utilized for purposes of intercampus and intersegmental comparisons of the perceived levels of educational equity being provided for students.

66917. The California Postsecondary Education Commission, after consulting with students, faculty, staff, and administrators from, and members of the governing boards of, the University of California, the California State University, and the California Community Colleges, shall develop an assessment of the feasibility and present possible options for all of the following:

(a) A program of systematic longitudinal data collection utilizing information obtained through surveys of students and faculty, focusing on the relative significance of various factors that contribute or detract from an equitable and high quality educational experience, particularly by women and students from historically underrepresented groups. Of special importance are factors influencing the perceived level of equity being provided in students' educational experiences. This data collection program may specifically examine, but need not be limited to, the following factors:

(1) The quantity and quality of student-faculty classroom interaction.

(2) The quantity and quality of student-faculty contact in academic advising.

(3) The nature of student-faculty academic interaction.

(4) The quantity and quality of academic and social interactions between students.

(5) The quantity and quality of advising provided to community college students who aspire to transfer into four-year institutions.

(6) The level and source of faculty support provided to students in graduate and professional programs.

(7) The level of departmental support provided to students in graduate and professional programs.

(8) The extent to which educational expenses, including the level of student loan indebtedness, have influenced students' academic and professional career choices.

(b) A program of longitudinal data collection utilizing information obtained through exit interviews with students leaving school prior to degree completion. These interviews may focus on assessing the relative significance of the various factors contributing to the decision to leave school, as well as other factors relating to the quality and equity of students' educational experiences.

(c) A program to link data obtained through the above-described programs with existing numerical data including, but not limited to, applicant, admissions, and retention statistics for the purpose of identifying and evaluating all of the following:

(1) The underlying causes of student attrition.

(2) Changes in student performance as measured through applicant, admission, and graduation rates.

(3) Intercampus and intersegmental comparisons of the perceived levels of educational quality and equity being provided for students.

(4) The likely effectiveness of existing and proposed affirmative action programs, equal opportunity programs, women's reentry programs, special admissions support, and outreach programs.

(5) Institutional policies and practices designed to address primary student concerns and to ensure an equitable educational environment at these institutions.

(d) An examination of the feasibility of developing the above-described programs so that data will be comparable between the University of California, the California State University, and the California Community Colleges.

(e) An estimate of the resources each segment would need to implement the proposed data collection mechanism.

66918. The California Postsecondary Education Commission shall submit a report to the Governor and Legislature on or before January 1, 1990, detailing the results of this study and recommendations for implementation of state policy to achieve the intent of this article.

66919. The sum of fifty thousand dollars ($50,000) is hereby appropriated from the General Fund to the California Postsecondary Education Commission for the purposes of the funding of Article 3 (commencing with Section 66915) of Chapter 11 of Part 40 of the Education Code.

Appendix B

Division 6 of Title 5 of the *California Code of Regulations*
Subchapter 4. Student Equity

54220. Student Equity Plans.

(a) In order to promote student success for all students, the governing board of each community college district shall adopt, by July 1, 1993, a student equity plan which includes for each college in the district:

(1) Campus-based research as to the extent of student equity and as to institutional barriers to equity in order to provide a basis for the development of goals and the determination of what activities are most likely to be effective;

(2) Goals for access, retention, degree and certificate completion, ESL and basic skills completion, and transfer; for each of the historically underrepresented groups as appropriate;

(3) Implementation activities designed to attain these goals, including a means of coordinating existing student equity related programs;

(4) Sources of funds for the activities in the plan;

(5) Schedule and process for evaluation; and

(6) An executive summary that includes, at a minimum, the groups for whom goals have been set, the goals, the initiatives that the college or district will undertake to achieve these goals, the resources that have been budgeted for that purpose, and the district official to contact for further information.

(b) These plans should be developed with the active involvement of all groups on campus as required by law, and with the involvement of appropriate people from the community who can articulate the perspective and concerns of the historically underrepresented groups.

(c) The Board-adopted plan shall be submitted to the Office of the Chancellor, which shall publish all executive summaries, sending copies to every college and district, the chair of each consultation group that so requests, and such additional individuals and organizations as deemed appropriate.

(d) Definitions. For purposes of this section the following definitions will apply:

(1) Historically Underrepresented Group. "Historically underrepresented group" means any group for which the percentage of persons from the group who enroll and complete their educational goal is now, and has historically been, significantly lower than the percentage that members of that group represent in the adult population of the state. The Board of Governors has determined that, on a statewide basis, ethnic minorities, women, and persons with disabilities are historically underrepresented groups.

(2) Ethnic minorities. "Ethnic minorities" means American Indians or Alaskan natives, Asians or Pacific Islanders, Black and Hispanics. A person shall be included in the group with which he or she identifies as his or her groups, but may be counted in only one ethnic group. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

Note: Authority cited: Section 70901, Education Code.

Appendix C

MSJC STUDY FOR EDUCATIONAL EQUITY AND CAMPUS CLIMATE

Faculty Survey (Fall 1995)

Please indicate how frequently each of the following statements applies to your experience at MSJC. If this question doesn't apply to you or you don't know, please check #4 for "doesn't apply" or "don't know."

	— frequently	— occasionally/seldom	— never	— doesn't apply/don't know
1. My relationship with other faculty members is generally:				
a. based upon a common set of professional interests	☐	☐	☐	☐
b. job-related only	☐	☐	☐	☐
c. includes personal acquaintanceships	☐	☐	☐	☐
d. conducive to social interaction on-campus	☐	☐	☐	☐
e. conducive to social interaction off-campus	☐	☐	☐	☐
f. uncomfortable with those of other ethnic groups	☐	☐	☐	☐
g. uncomfortable with those of my opposite gender	☐	☐	☐	☐
h. comfortable with those of my gender	☐	☐	☐	☐
i. comfortable with those of my ethnic group	☐	☐	☐	☐
2. I am treated rudely at MSJC by:				
a. faculty, staff, or administrators of my ethnic group	☐	☐	☐	☐
b. faculty, staff, or administrators of other ethnic groups	☐	☐	☐	☐
c. faculty, staff, or administrators of all ethnic groups	☐	☐	☐	☐
d. faculty, staff, or administrators of my sex	☐	☐	☐	☐
e. faculty, staff, or administrators of the opposite sex	☐	☐	☐	☐
f. both male and female faculty, staff, or administrators	☐	☐	☐	☐
g. students	☐	☐	☐	☐
h. people from the community surrounding the campus	☐	☐	☐	☐
i. other	☐	☐	☐	☐

Please specify: ____________________

	— frequently	— occasionally/seldom	— never	— doesn't apply/don't know
3. I collaborate professionally with faculty and/or staff of:				
a. my ethnic group	☐	☐	☐	☐
b. other ethnic groups	☐	☐	☐	☐
c. my gender	☐	☐	☐	☐
d. the opposite gender	☐	☐	☐	☐
4. I interact socially with faculty and/or staff of:				
a. my ethnic group	☐	☐	☐	☐
b. other ethnic groups	☐	☐	☐	☐
c. my gender	☐	☐	☐	☐
d. the opposite gender	☐	☐	☐	☐
5. Faculty and staff on this campus generally act as though they are:				
a. aware of the importance of enrolling students from underrepresented groups	☐	☐	☐	☐
b. aware of the difficulties that students from underrepresented groups may face in succeeding in college	☐	☐	☐	☐
c. resentful of efforts to develop a student body that represents all ethnic groups	☐	☐	☐	☐
d. willing, when appropriate, to incorporate racial, ethnic, and gender perspectives into their courses	☐	☐	☐	☐
e. willing to mentor students from underrepresented groups	☐	☐	☐	☐
6. Students that I interact with on this campus generally behave as though they are:				
a. pleased with developing a student body that represents all ethnic groups	☐	☐	☐	☐
b. resentful of efforts to develop a student body that represents all ethnic groups	☐	☐	☐	☐
c. aware of the importance of educating students from all ethnic groups	☐	☐	☐	☐
d. aware of the difficulties that students from underrepresented groups may face in succeeding in college	☐	☐	☐	☐
e. supportive of students from underrepresented groups	☐	☐	☐	☐

	— frequently	— occasionally/seldom	— never	— doesn't apply/don't know
7. Faculty and staff regard campus programs for students from backgrounds traditionally underrepresented in higher education as:				
a. critical to the institution's mission	☐	☐	☐	☐
b. effective educationally	☐	☐	☐	☐
c. a drain on institutional resources	☐	☐	☐	☐
d. a stigma on the institution's prestige	☐	☐	☐	☐
8. I have seen or heard about campus events where:				
a. specific ethnic groups are portrayed negatively	☐	☐	☐	☐
b. women in general are portrayed negatively	☐	☐	☐	☐
c. men in general are portrayed negatively	☐	☐	☐	☐
d. disabled individuals in general are portrayed negatively	☐	☐	☐	☐
9. I have seen or heard about racist behavior initiated by:				
a. ethnic minority support personnel	☐	☐	☐	☐
b. non-ethnic minority support personnel	☐	☐	☐	☐
c. ethnic minority faculty	☐	☐	☐	☐
d. non-ethnic minority faculty	☐	☐	☐	☐
e. ethnic minority students	☐	☐	☐	☐
f. non-ethnic minority students	☐	☐	☐	☐
g. people from the community surrounding the campus	☐	☐	☐	☐
10. I have seen or heard about sexist behavior initiated by:				
a. female support personnel	☐	☐	☐	☐
b. male support personnel	☐	☐	☐	☐
c. female faculty	☐	☐	☐	☐
d. male faculty	☐	☐	☐	☐
e. female students	☐	☐	☐	☐
f. male students	☐	☐	☐	☐
11. I have seen on this campus:				
a. books in the library written from a variety of racial, ethnic, or cultural viewpoints	☐	☐	☐	☐

	— frequently	— occasionally/seldom	— never	— doesn't apply/don't know
b. textbooks in the bookstore written from a variety of racial, ethnic, or cultural viewpoints	☐	☐	☐	☐
c. art reflecting various ethnic cultures	☐	☐	☐	☐
d. negative graffiti about women	☐	☐	☐	☐
e. negative graffiti about certain ethnic groups	☐	☐	☐	☐
f. negative graffiti about the disabled	☐	☐	☐	☐
12. Administrators act as though they are:				
a. aware of the importance of educating students from all ethnic groups	☐	☐	☐	☐
b. aware of the difficulties that students from specific ethnic groups may have in succeeding in college	☐	☐	☐	☐
c. resentful of efforts to develop a student body that represents all ethnic groups	☐	☐	☐	☐
d. supportive of students from all ethnic groups	☐	☐	☐	☐
e. supportive of women students	☐	☐	☐	☐
f. supportive of disabled students	☐	☐	☐	☐
g. willing to mentor faculty from all ethnic groups	☐	☐	☐	☐
h. willing to mentor women faculty	☐	☐	☐	☐
i. resentful of efforts to develop a faculty that represents all ethnic groups	☐	☐	☐	☐
j. aware of the difficulties that faculty from specific ethnic groups may face in succeeding at this institution	☐	☐	☐	☐
k. supportive of faculty from all ethnic groups	☐	☐	☐	☐
l. supportive of women faculty	☐	☐	☐	☐
m. supportive of disabled students	☐	☐	☐	☐
n. supportive of disabled faculty	☐	☐	☐	☐
o. obstructive to the extent permitted by the law	☐	☐	☐	☐
13. Administrators behave as though high priorities for them are to:				
a. enhance the prestige of the college	☐	☐	☐	☐
b. hire a high quality faculty	☐	☐	☐	☐

	— frequently	— occasionally/seldom	— never	— doesn't apply/don't know
c. retain a high quality faculty	☐	☐	☐	☐
d. be responsive to the local community	☐	☐	☐	☐
e. improve students' campus experience	☐	☐	☐	☐
f. increase the number of students from all ethnic groups	☐	☐	☐	☐
g. increase the number of students who graduate from all ethnic groups	☐	☐	☐	☐
h. educate students from all ethnic groups	☐	☐	☐	☐
14. Administrators behave as though they are responsive to the concerns of:				
a. ethnic minority faculty and staff	☐	☐	☐	☐
b. non-ethnic minority faculty and staff	☐	☐	☐	☐
c. women staff members	☐	☐	☐	☐
d. men staff members	☐	☐	☐	☐
15. Campus activities in which I participated that have increased my sensitivity to women's issues are:				
a. informal discussions with others on campus	☐	☐	☐	☐
b. staff development and flex activities	☐	☐	☐	☐
c. conferences and workshops	☐	☐	☐	☐
d. committee assignments and/or department/division meetings	☐	☐	☐	☐
e. special events (cultural celebrations, etc.)	☐	☐	☐	☐
f. concerts and exhibits	☐	☐	☐	☐
g. athletic events	☐	☐	☐	☐
i. others	☐	☐	☐	☐

please specify ______________________________

16. Campus activities in which I participated that have increased my sensitivity to other ethnic groups are:	— frequently	— occasionally/seldom	— never	— doesn't apply/don't know
a. informal discussions with others on campus	☐	☐	☐	☐
b. staff development and flex activities	☐	☐	☐	☐
c. conferences and workshops	☐	☐	☐	☐
d. committee assignments and/or department/division meetings	☐	☐	☐	☐
e. concerts and exhibits	☐	☐	☐	☐
f. athletic events	☐	☐	☐	☐
g. others	☐	☐	☐	☐

please specify ______________________________

17. The local community surrounding this campus responds to campus personnel and students from diverse ethnic groups by:	— frequently	— occasionally/seldom	— never	— doesn't apply/don't know
a. being friendly and receptive	☐	☐	☐	☐
b. accomodating their needs and interests	☐	☐	☐	☐
c. hiring them to work in its businesses	☐	☐	☐	☐
d. resenting their presence	☐	☐	☐	☐
18. Faculty here generally incorporate into their course curricula:				
a. material acknowledging women's societal contributions	☐	☐	☐	☐
b. material acknowledging societal contributions made by all ethnic groups	☐	☐	☐	☐
c. multicultural perspectives on issues	☐	☐	☐	☐
19. My courses incorporate:				
a. material acknowledging women's contributions to the field	☐	☐	☐	☐
b. material acknowledging societal contributions made by all ethnic groups	☐	☐	☐	☐
c. multicultural perspectives on issues	☐	☐	☐	☐

	— frequently	— occasionally/seldom	— never	— doesn't apply/don't know
20. I mentor students who are of:				
a. my gender	☐	☐	☐	☐
b. the opposite gender	☐	☐	☐	☐
c. my ethnic group	☐	☐	☐	☐
d. ethnic groups other than mine	☐	☐	☐	☐
21. I would be interested in attending a faculty workshop(s) on issues pertaining to:				
a. ethnic minorities	☐	☐	☐	☐
b. women	☐	☐	☐	☐
c. people with disabilities	☐	☐	☐	☐
d. gays and lesbians	☐	☐	☐	☐
22. At MSJC, I have been discriminated against recently by:				
a. faculty	☐	☐	☐	☐
b. staff	☐	☐	☐	☐
c. administrators	☐	☐	☐	☐
d. students	☐	☐	☐	☐
23. At MSJC, I have been discriminated against recently because of my:				
a. race/ethnicity	☐	☐	☐	☐
b. gender	☐	☐	☐	☐
c. sexual orientation	☐	☐	☐	☐
d. disability	☐	☐	☐	☐
e. religion	☐	☐	☐	☐
f. age	☐	☐	☐	☐

	— frequently	— occasionally/seldom	— never	— doesn't apply/don't know
24. At MSJC, I have recently heard insensitive or disparaging comments about ethnic minorities by:				
a. faculty	☐	☐	☐	☐
b. staff	☐	☐	☐	☐
c. administrators	☐	☐	☐	☐
d. students	☐	☐	☐	☐
25. At MSJC, I have been harassed recently because of my:				
a. race/ethnicity	☐	☐	☐	☐
b. gender	☐	☐	☐	☐
c. sexual orientation	☐	☐	☐	☐
d. disability	☐	☐	☐	☐
e. religion	☐	☐	☐	☐
f. age	☐	☐	☐	☐
26. At MSJC, I have heard insensitive or disparaging comments recently about women by:				
a. faculty	☐	☐	☐	☐
b. staff	☐	☐	☐	☐
c. administrators	☐	☐	☐	☐
d. students	☐	☐	☐	☐
27. At MSJC, I have heard insensitive or disparaging comments recently about people with disabilities by:				
a. faculty	☐	☐	☐	☐
b. staff	☐	☐	☐	☐
c. administrators	☐	☐	☐	☐
d. students	☐	☐	☐	☐

	— frequently	— occasionally/seldom	— never	— doesn't apply/don't know
28. At MSJC, I have heard insensitive or disparaging comments recently about gays and lesbians by:				
a. faculty	☐	☐	☐	☐
b. staff	☐	☐	☐	☐
c. administrators	☐	☐	☐	☐
d. students	☐	☐	☐	☐
29. I feel that I don't fit in very well with my colleagues.	☐	☐	☐	☐
30. My department is receptive to the incorporation of multiple ethnic and gender perspectives material into the curriculum.	☐	☐	☐	☐
31. I sense/have experienced a sincere desire among my colleagues to enhance the diversity of staff members in my division.	☐	☐	☐	☐
32. I support the presence of different perspectives on ethnic and gender related issues in discussions of my division colleagues.	☐	☐	☐	☐
33. I have continually changed the content of my course(s) to incorporate ethnic and gender issues	☐	☐	☐	☐

Indicate the extent to which you agree or disagree with the following statements (please check one for each item):

	— strongly agree	— agree	— neutral	— disagree	— strongly disagree	— doesn't apply/don't know
34. The MSJC student body adequately reflects the cultural diversity of its service area.	☐	☐	☐	☐	☐	☐
35. The percentage of minority faculty should reflect the percentage of minority students at MSJC.	☐	☐	☐	☐	☐	☐
36. I am willing to further modify my course/counseling content to include minority and/or non-traditional ideas	☐	☐	☐	☐	☐	☐
37. Most students do not want to change the status quo in regard to issues of diversity	☐	☐	☐	☐	☐	☐

	— strongly agree	— agree	— neutral	— disagree	— strongly disagree	— doesn't apply/don't know
38. MSJC is responsive to the diverse needs of the changing demographics of our student body.	☐	☐	☐	☐	☐	☐
39. Women have equal opportunities with men for recognition, respect, and advancement in my division.	☐	☐	☐	☐	☐	☐
40. Disabled individuals have equal opportunities for recognition, respect, and advancement in my division.	☐	☐	☐	☐	☐	☐
41. Ethnic minorities have equal opportunities for recognition, respect, and advancement in my division.	☐	☐	☐	☐	☐	☐
42. MSJC is committed to increasing the numbers and percentages of ethnic minorities in classified, faculty, and administrative positions.	☐	☐	☐	☐	☐	☐
43. MSJC is committed to the curtailment of sexual harassment	☐	☐	☐	☐	☐	☐
44. In my opinion, special programs and policies:						
a. are necessary to attract students from a variety of ethnic groups	☐	☐	☐	☐	☐	☐
b. often result in the hiring of instructors and support personnel who lack adequate qualifications	☐	☐	☐	☐	☐	☐
c. lead to resentment among students	☐	☐	☐	☐	☐	☐
d. lead to resentment among faculty members	☐	☐	☐	☐	☐	☐
e. enhance the quality of the student body	☐	☐	☐	☐	☐	☐
f. reduce the prestige of the campus	☐	☐	☐	☐	☐	☐
g. lead to admission of too many underprepared students	☐	☐	☐	☐	☐	☐
h. are necessary for the faculty to be representative of the student body and community	☐	☐	☐	☐	☐	☐
i. help to create a positive campus environment	☐	☐	☐	☐	☐	☐
j. provide educational opportunities for students who have potential for college but need special assistance	☐	☐	☐	☐	☐	☐

	— strongly agree	— agree	— neutral	— disagree	— strongly disagree	— doesn't apply/don't know
45. I prefer to serve students who are:						
a. academically well-prepared for college	☐	☐	☐	☐	☐	☐
b. well-motivated for college	☐	☐	☐	☐	☐	☐
c. in need of assistance to succeed in college	☐	☐	☐	☐	☐	☐
d. of my ethnic group	☐	☐	☐	☐	☐	☐
e. of other ethnic groups	☐	☐	☐	☐	☐	☐
f. of my gender	☐	☐	☐	☐	☐	☐
g. of the opposite gender	☐	☐	☐	☐	☐	☐
46. The highest priorities on this campus in terms of students should be to enhance support for:						
a. all students	☐	☐	☐	☐	☐	☐
b. recruitment of students from specific ethnic groups	☐	☐	☐	☐	☐	☐
c. recruitment of women students	☐	☐	☐	☐	☐	☐
d. retention of all enrolled students	☐	☐	☐	☐	☐	☐
e. retention of students from specific ethnic groups	☐	☐	☐	☐	☐	☐
f. retention of enrolled students who have the potential for college but need special assistance	☐	☐	☐	☐	☐	☐
47. In general, students respect						
a. minority faculty less than non-minority faculty	☐	☐	☐	☐	☐	☐
b. women faculty less than men faculty	☐	☐	☐	☐	☐	☐
c. faculty with disabilities less than faculty without disabilities	☐	☐	☐	☐	☐	☐
d. gay/lesbian faculty less than heterosexual faculty	☐	☐	☐	☐	☐	☐
48. Obstacles to achieving gender balance of the faculty here are:						
a. the scarcity of women who are interested in teaching/counseling	☐	☐	☐	☐	☐	☐
b. the scarcity of qualified female faculty	☐	☐	☐	☐	☐	☐
c. lack of campus interest in recruiting female faculty	☐	☐	☐	☐	☐	☐
d. difficulty in retaining qualified faculty from all groups	☐	☐	☐	☐	☐	☐
e. absence of top administrators from all groups	☐	☐	☐	☐	☐	☐

	strongly agree	agree	neutral	disagree	strongly disagree	doesn't apply/don't know
f. lack of desire on the part of the faculty	☐	☐	☐	☐	☐	☐
49. Greater equality could be achieved with respect to individuals from ethnic groups traditionally underrepresented on the faculty by:						
a. enhancing resources available for their recruitment	☐	☐	☐	☐	☐	☐
b. developing mentorships for those hired	☐	☐	☐	☐	☐	☐
c. enhancing resources available for their retention	☐	☐	☐	☐	☐	☐
d. involving them in professional activities (e.g., committees)	☐	☐	☐	☐	☐	☐
e. providing financial incentives to recruit them as graduate students before they graduate	☐	☐	☐	☐	☐	☐
f. reconceptualizing the definition of "qualified" when making hiring and promotional decisions	☐	☐	☐	☐	☐	☐
g. including public service contributions in the criteria for promotion and tenure	☐	☐	☐	☐	☐	☐
h. including the contributions that they make in assisting students from ethnic groups traditionally underrepresented in higher education	☐	☐	☐	☐	☐	☐
50. The highest priorities for the campus in hiring faculty should be:						
a. enhancing the prestige of the campus	☐	☐	☐	☐	☐	☐
b. selecting the most qualified regardless of ethnic group	☐	☐	☐	☐	☐	☐
c. selecting those who are qualified and of the same ethnic group as the student body as a whole	☐	☐	☐	☐	☐	☐
d. selecting those who are qualified and sensitive to students from all ethnic groups	☐	☐	☐	☐	☐	☐
e. selecting those who are sensitive to the needs of students from all ethnic groups	☐	☐	☐	☐	☐	☐

Please describe your perceptions of this campus in regard to issues of diversity. Please circle one number on each of the following scales which best characterizes the climate at MSJC.

For example, if you think the atmosphere here is very relaxed, circle "1". If it is very tense, circle "5".

Relaxed	Tense	High	1 2 3 4 5	Low
Comfortable	Uncomfortable	High	1 2 3 4 5	Low
Friendly	Hostile	High	1 2 3 4 5	Low
Communicative	Reserved	High	1 2 3 4 5	Low
Concerned	Indifferent	High	1 2 3 4 5	Low
Respectful	Disrespectful	High	1 2 3 4 5	Low
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Sensitive	Insensitive	High	1 2 3 4 5	Low
Welcoming	Unwelcoming	High	1 2 3 4 5	Low
Supportive	Unsupportive	High	1 2 3 4 5	Low
Accepting	Unaccepting	High	1 2 3 4 5	Low
Tolerant	Intolerant	High	1 2 3 4 5	Low
Flexible	Structured	High	1 2 3 4 5	Low
Open	Closed	High	1 2 3 4 5	Low

Please describe your feelings about how you are viewed on this campus.

Respected	Disrespected	High	1 2 3 4 5	Low
Admired	Resented	High	1 2 3 4 5	Low
Intelligent	Unintelligent	High	1 2 3 4 5	Low
Valued	Demeaned	High	1 2 3 4 5	Low
Encouraged	Discouraged	High	1 2 3 4 5	Low
Hard-Working	Lazy	High	1 2 3 4 5	Low

Please indicate your level of satisfaction with the opportunities available for you on this campus to:	very satisfied	satisfied	so-so	dissatisfied	very dissatisfied	doesn't apply/don't know
a. learn about various cultures (e.g., Black History Month)	☐	☐	☐	☐	☐	☐
b. discuss issues related to differences among ethnic groups	☐	☐	☐	☐	☐	☐
c. receive campus services when discriminated against because of race, ethnicity, or gender	☐	☐	☐	☐	☐	☐
d. become more aware of the needs of students from all ethnic groups	☐	☐	☐	☐	☐	☐
e. become more aware of the needs of disabled individuals	☐	☐	☐	☐	☐	☐
f. become more involved in issues of race, ethnicity, and gender ...	☐	☐	☐	☐	☐	☐
g. become a campus leader if you are a woman	☐	☐	☐	☐	☐	☐

Please give us your comments on the issue of equity at MSJC: ____________________

____

____

____

Please check the appropriate answer to the following questions. (Your answers will be used for statistical purposes only.)

Number of years worked at MSJC

☐ 0-4 ☐ 5-8 ☐ 9-12 ☐ 13-16 ☐ 17-20 ☐ 21+

What is your gender?

☐ Male ☐ Female

Primary Campus Assignment: .... ☐ Menifee Valley Campus ☐ San Jacinto Campus

What is your MSJC work status? .... ☐ Full-time ☐ Part-time

What is your race/nationality or ethnic group?

☐ Native American
☐ Black/African American
☐ Asian/Pac. Islander/Filipino
☐ Chicano/Latino/Hispanic
☐ White
☐ Other. Non-White
☐ Non-White, decline to specify

Thank You For Your Assistance

MSJC STUDY FOR EDUCATIONAL EQUITY AND CAMPUS CLIMATE

Staff Survey (Fall 1995)

Please indicate how frequently each of the following statements apply to your experience at MSJC. If this question doesn't apply to you or you don't know, please check #4 for "doesn't apply" or "don't know."

	— frequently	— occasionally/seldom	— never	— doesn't apply/don't know
1. My relationship with other staff members is generally:				
a. based upon a common set of professional interests	☐	☐	☐	☐
b. job-related only	☐	☐	☐	☐
c. includes personal acquaintanceships	☐	☐	☐	☐
d. conducive to social interaction on-campus	☐	☐	☐	☐
e. conducive to social interaction off-campus	☐	☐	☐	☐
f. uncomfortable with those of other ethnic groups	☐	☐	☐	☐
g. uncomfortable with those of my opposite gender	☐	☐	☐	☐
h. comfortable with those of my gender	☐	☐	☐	☐
i. comfortable with those of my ethnic group	☐	☐	☐	☐
2. I am treated rudely at MSJC by:				
a. faculty, staff, or administrators of my ethnic group	☐	☐	☐	☐
b. faculty, staff, or administrators of other ethnic groups	☐	☐	☐	☐
c. faculty, staff, or administrators of all ethnic groups	☐	☐	☐	☐
d. faculty, staff, or administrators of my sex	☐	☐	☐	☐
e. faculty, staff, or administrators of the opposite sex	☐	☐	☐	☐
f. both male and female faculty, staff, or administrators	☐	☐	☐	☐
g. students	☐	☐	☐	☐
h. people from the community surrounding the campus	☐	☐	☐	☐
i. other	☐	☐	☐	☐

Please specify: ______________________________

	— frequently	— occasionally/seldom	— never	— doesn't apply/don't know
3. I collaborate professionally with faculty and/or staff of:				
a. my ethnic group	☐	☐	☐	☐
b. other ethnic groups	☐	☐	☐	☐
c. my gender	☐	☐	☐	☐
d. the opposite gender	☐	☐	☐	☐
4. I interact socially with faculty and/or staff of:				
a. my ethnic group	☐	☐	☐	☐
b. other ethnic groups	☐	☐	☐	☐
c. my gender	☐	☐	☐	☐
d. the opposite gender	☐	☐	☐	☐
5. Faculty and staff on this campus generally act as though they are:				
a. aware of the importance of enrolling students from underrepresented groups	☐	☐	☐	☐
b. aware of the difficulties that students from underrepresented groups may face in succeeding in college	☐	☐	☐	☐
c. resentful of efforts to develop a student body that represents all ethnic groups	☐	☐	☐	☐
d. willing, when appropriate, to incorporate racial, ethnic, and gender perspectives into their courses	☐	☐	☐	☐
e. willing to mentor students from underrepresented groups	☐	☐	☐	☐
6. Students that I interact with on this campus generally behave as though they are:				
a. pleased with developing a student body that represents all ethnic groups	☐	☐	☐	☐
b. resentful of efforts to develop a student body that represents all ethnic groups	☐	☐	☐	☐
c. aware of the importance of educating students from all ethnic groups	☐	☐	☐	☐
d. aware of the difficulties that students from underrepresented groups may face in succeeding in college	☐	☐	☐	☐
e. supportive of students from underrepresented groups	☐	☐	☐	☐

	— frequently	— occasionally/seldom	— never	— doesn't apply/don't know
7. Faculty and staff regard campus programs for students from backgrounds traditionally underrepresented in higher education as:				
a. critical to the institution's mission	☐	☐	☐	☐
b. effective educationally	☐	☐	☐	☐
c. a drain on institutional resources	☐	☐	☐	☐
d. a stigma on the institution's prestige	☐	☐	☐	☐
8. I have seen or heard about campus events where:				
a. specific ethnic groups are portrayed negatively	☐	☐	☐	☐
b. women in general are portrayed negatively	☐	☐	☐	☐
c. men in general are portrayed negatively	☐	☐	☐	☐
d. disabled individuals in general are portrayed negatively	☐	☐	☐	☐
9. I have seen or heard about racist behavior initiated by:				
a. ethnic minority support personnel	☐	☐	☐	☐
b. non-ethnic minority support personnel	☐	☐	☐	☐
c. ethnic minority faculty	☐	☐	☐	☐
d. non-ethnic minority faculty	☐	☐	☐	☐
e. ethnic minority students	☐	☐	☐	☐
f. non-ethnic minority students	☐	☐	☐	☐
g. people from the community surrounding the campus	☐	☐	☐	☐
10. I have seen or heard about sexist behavior initiated by:				
a. female support personnel	☐	☐	☐	☐
b. male support personnel	☐	☐	☐	☐
c. female faculty	☐	☐	☐	☐
d. male faculty	☐	☐	☐	☐
e. female students	☐	☐	☐	☐
f. male students	☐	☐	☐	☐
11. I have seen on this campus:				
a. books in the library written from a variety of racial, ethnic, or cultural viewpoints	☐	☐	☐	☐

	— frequently	— occasionally/seldom	— never	— doesn't apply/don't know
b. textbooks in the bookstore written from a variety of racial, ethnic, or cultural viewpoints	☐	☐	☐	☐
c. art reflecting various ethnic cultures	☐	☐	☐	☐
d. negative graffiti about women	☐	☐	☐	☐
e. negative graffiti about certain ethnic groups	☐	☐	☐	☐
f. negative graffiti about the disabled	☐	☐	☐	☐
12. Administrators act as though they are:				
a. aware of the importance of educating students from all ethnic groups	☐	☐	☐	☐
b. aware of the difficulties that students from specific ethnic groups may have in succeeding in college	☐	☐	☐	☐
c. resentful of efforts to develop a student body that represents all ethnic groups	☐	☐	☐	☐
d. supportive of students from all ethnic groups	☐	☐	☐	☐
e. supportive of women students	☐	☐	☐	☐
f. supportive of disabled students	☐	☐	☐	☐
g. willing to mentor faculty and staff from all ethnic groups	☐	☐	☐	☐
h. willing to mentor women faculty and staff	☐	☐	☐	☐
i. resentful of efforts to develop a faculty and staff that represents all ethnic groups	☐	☐	☐	☐
j. aware of the difficulties that faculty and staff from specific ethnic groups may face in succeeding at this institution	☐	☐	☐	☐
k. supportive of faculty and staff from all ethnic groups	☐	☐	☐	☐
l. supportive of women faculty and staff	☐	☐	☐	☐
m. supportive of disabled students	☐	☐	☐	☐
n. supportive of disabled faculty and staff	☐	☐	☐	☐
o. obstructive to the extent permitted by the law	☐	☐	☐	☐

	— frequently	— occasionally/seldom	— never	— doesn't apply/don't know
13. Administrators behave as though high priorities for them are to:				
a. enhance the prestige of the college	☐	☐	☐	☐
b. hire a high quality faculty and staff	☐	☐	☐	☐
c. retain a high quality faculty and staff	☐	☐	☐	☐
d. be responsive to the local community	☐	☐	☐	☐
e. improve students' campus experience	☐	☐	☐	☐
f. increase the number of students from all ethnic groups	☐	☐	☐	☐
g. increase the number of students who graduate from all ethnic groups	☐	☐	☐	☐
h. educate students from all ethnic groups	☐	☐	☐	☐
14. Administrators behave as though they are responsive to the concerns of:				
a. ethnic minority faculty and staff	☐	☐	☐	☐
b. non-ethnic minority faculty and staff	☐	☐	☐	☐
c. women staff members	☐	☐	☐	☐
d. men staff members	☐	☐	☐	☐
15. Campus activities in which I participated that have increased my sensitivity to other ethnic groups are:				
a. informal discussions with others on campus	☐	☐	☐	☐
b. staff development activities	☐	☐	☐	☐
c. conferences and workshops	☐	☐	☐	☐
d. committee assignments and/or department/division meetings	☐	☐	☐	☐
e. concerts and exhibits	☐	☐	☐	☐
f. athletic events	☐	☐	☐	☐
g. others	☐	☐	☐	☐

please specify ____

	— frequently	— occasionally/seldom	— never	— doesn't apply/don't know
16. The local community surrounding this campus responds to campus personnel and students from diverse ethnic groups by:				
a. being friendly and receptive	☐	☐	☐	☐
b. accomodating their needs and interests	☐	☐	☐	☐
c. hiring them to work in its businesses	☐	☐	☐	☐
d. resenting their presence	☐	☐	☐	☐
17. At MSJC, I have been discriminated against recently by:				
a. faculty	☐	☐	☐	☐
b. staff	☐	☐	☐	☐
c. administrators	☐	☐	☐	☐
d. students	☐	☐	☐	☐
18. At MSJC, I have been discriminated against recently because of my:				
a. race/ethnicity	☐	☐	☐	☐
b. gender	☐	☐	☐	☐
c. sexual orientation	☐	☐	☐	☐
d. disability	☐	☐	☐	☐
e. religion	☐	☐	☐	☐
f. age	☐	☐	☐	☐
19. At MSJC, I have recently heard insensitive or disparaging comments about ethnic minorities by:				
a. faculty	☐	☐	☐	☐
b. staff	☐	☐	☐	☐
c. administrators	☐	☐	☐	☐
d. students	☐	☐	☐	☐

	— frequently	— occasionally/seldom	— never	— doesn't apply/don't know
20. At MSJC, I have been harassed recently because of my:				
a. race/ethnicity	☐	☐	☐	☐
b. gender	☐	☐	☐	☐
c. sexual orientation	☐	☐	☐	☐
d. disability	☐	☐	☐	☐
e. religion	☐	☐	☐	☐
f. age	☐	☐	☐	☐
21. At MSJC, I have heard insensitive or disparaging comments recently about women by:				
a. faculty	☐	☐	☐	☐
b. staff	☐	☐	☐	☐
c. administrators	☐	☐	☐	☐
d. students	☐	☐	☐	☐
22. At MSJC, I have heard insensitive or disparaging comments recently about people with disabilities by:				
a. faculty	☐	☐	☐	☐
b. staff	☐	☐	☐	☐
c. administrators	☐	☐	☐	☐
d. students	☐	☐	☐	☐
23. At MSJC, I have heard insensitive or disparaging comments recently about gays and lesbians by:				
a. faculty	☐	☐	☐	☐
b. staff	☐	☐	☐	☐
c. administrators	☐	☐	☐	☐
d. students	☐	☐	☐	☐
24. I feel that I don't fit in very well with my colleagues.	☐	☐	☐	☐

Indicate the extent to which you agree or disagree with the following statements (please check one for each item):

	strongly agree	agree	neutral	disagree	strongly disagree	doesn't apply/don't know
25. The MSJC student body adequately reflects the cultural diversity of its service area.	☐	☐	☐	☐	☐	☐
26. MSJC is responsive to the diverse needs of the changing demographics of our student body.	☐	☐	☐	☐	☐	☐
27. Women have equal opportunities with men for recognition, respect, and advancement in my department.	☐	☐	☐	☐	☐	☐
28. Disabled individuals have equal opportunities for recognition, respect, and advancement in my department.	☐	☐	☐	☐	☐	☐
29. Ethnic minorities have equal opportunities for recognition, respect, and advancement in my department/area.	☐	☐	☐	☐	☐	☐
30. MSJC is committed to increasing the numbers and percentages of ethnic minorities in classified, faculty, and administrative positions.	☐	☐	☐	☐	☐	☐
31. MSJC is committed to the curtailment of sexual harassment	☐	☐	☐	☐	☐	☐
32. In my opinion, special programs and policies:						
a. are necessary to attract students from a variety of ethnic groups	☐	☐	☐	☐	☐	☐
b. often result in the hiring of instructors and support personnel who lack adequate qualifications	☐	☐	☐	☐	☐	☐
c. lead to resentment among students	☐	☐	☐	☐	☐	☐
d. lead to resentment among faculty and staff	☐	☐	☐	☐	☐	☐
e. enhance the quality of the student body	☐	☐	☐	☐	☐	☐
f. reduce the prestige of the campus	☐	☐	☐	☐	☐	☐
g. lead to admission of too many underprepared students	☐	☐	☐	☐	☐	☐
h. are necessary for the faculty and staff to be representative of the student body and community	☐	☐	☐	☐	☐	☐
i. help to create a positive campus environment	☐	☐	☐	☐	☐	☐
j. provide educational opportunities for students who have potential for college but need special assistance	☐	☐	☐	☐	☐	☐

	— strongly agree	— agree	— neutral	— disagree	— strongly disagree	— doesn't apply/don't know
33. I prefer to serve students who are:						
a. academically well-prepared for college	☐	☐	☐	☐	☐	☐
b. well-motivated for college	☐	☐	☐	☐	☐	☐
c. in need of assistance to succeed in college	☐	☐	☐	☐	☐	☐
d. of my ethnic group	☐	☐	☐	☐	☐	☐
e. of other ethnic groups	☐	☐	☐	☐	☐	☐
f. of my gender	☐	☐	☐	☐	☐	☐
g. of the opposite gender	☐	☐	☐	☐	☐	☐
34. The highest priorities on this campus in terms of students should be to enhance support for:						
a. all students	☐	☐	☐	☐	☐	☐
b. recruitment of students from specific ethnic groups	☐	☐	☐	☐	☐	☐
c. recruitment of women students	☐	☐	☐	☐	☐	☐
d. retention of all enrolled students	☐	☐	☐	☐	☐	☐
e. retention of students from specific ethnic groups	☐	☐	☐	☐	☐	☐
f. retention of enrolled students who have the potential for college but need special assistance	☐	☐	☐	☐	☐	☐

Please describe your perceptions of this campus in regard to issues of diversity. Please circle one number on each of the following scales which best characterizes the climate at MSJC.

For example, if you think the atmosphere here is very relaxed, circle "1". If it is very tense, circle "5".

Relaxed	Tense	High	1 2 3 4 5	Low
Comfortable	Uncomfortable	High	1 2 3 4 5	Low
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Cooperative	Competitive	High	1 2 3 4 5	Low
Sensitive	Insensitive	High	1 2 3 4 5	Low
Welcoming	Unwelcoming	High	1 2 3 4 5	Low
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Accepting	Unaccepting	High	1 2 3 4 5	Low
Tolerant	Intolerant	High	1 2 3 4 5	Low
Flexible	Structured	High	1 2 3 4 5	Low
Open	Closed	High	1 2 3 4 5	Low

Please describe your feelings about how you are viewed on this campus.

Respected	Disrespected	High	1 2 3 4 5	Low
Admired	Resented	High	1 2 3 4 5	Low
Intelligent	Unintelligent	High	1 2 3 4 5	Low
Valued	Demeaned	High	1 2 3 4 5	Low
Encouraged	Discouraged	High	1 2 3 4 5	Low
Hard-Working	Lazy	High	1 2 3 4 5	Low

Please indicate your level of satisfaction with the opportunities available for you on this campus to:	— very satisfied	— satisfied	— so-so	— dissatisfied	— very dissatisfied	— doesn't apply/don't know
a. learn about various cultures (e.g., Black History Month)	☐	☐	☐	☐	☐	☐
b. discuss issues related to differences among ethnic groups	☐	☐	☐	☐	☐	☐
c. receive campus services when discriminated against because of race, ethnicity, or gender	☐	☐	☐	☐	☐	☐
d. become more aware of the needs of students from all ethnic groups	☐	☐	☐	☐	☐	☐
e. become more aware of the needs of disabled individuals	☐	☐	☐	☐	☐	☐
f. become more involved in issues of race, ethnicity, and gender ...	☐	☐	☐	☐	☐	☐
g. become a campus leader if you are a woman	☐	☐	☐	☐	☐	☐

Please give us your comments on the issue of equity at MSJC: ______________________________

____

____

____

Please check the appropriate answer to the following questions. (Your answers will be used for statistical purposes only.)

Number of years worked at MSJC

☐ 0-4 ☐ 5-8 ☐ 9-12 ☐ 13-16 ☐ 17-20 ☐ 21+

What is your gender?

☐ Male ☐ Female

Primary Campus Assignment: .... ☐ Menifee Valley Campus ☐ San Jacinto Campus

What is your MSJC work status? .... ☐ Full-time ☐ Part-time

What is your race/nationality or ethnic group?

☐ Native American
☐ Black/African American
☐ Asian/Pac. Islander/Filipino
☐ Chicano/Latino/Hispanic
☐ White
☐ Other, Non-White
☐ Non-White, decline to state

Thank You For Your Assistance

MSJC STUDY FOR EDUCATIONAL EQUITY AND CAMPUS CLIMATE
Student Survey

MSJC wants to ensure that its campuses make all persons desiring an education to feel welcome and valued. We ask that you complete this survey so we can determine whether we are meeting this goal or whether problems exist that need to be addressed. If you have any questions about this study, call MSJC's Director of Research at (909) 672-6752, ext. 2553.

Please read each statement carefully and show the extent to which you AGREE OR DISAGREE by circling the numbers to the right (use #6, not applicable, if this statement does not apply to you):

		strongly agree	agree	disagree	strongly disagree	undecided	not applicable
1.	I have been made to feel comfortable here by other students.	1	2	3	4	5	6
2.	I have no difficulty communicating with students of a different ethnic background than mine on this campus.	1	2	3	4	5	6
3.	The staff has made a special effort to help ethnically diverse students achieve and belong.	1	2	3	4	5	6
4.	I feel that overall the staff on this campus makes a genuine effort to recruit ethnically diverse students.I have been made to feel comfortable here by other students.	1	2	3	4	5	6
5.	The counselors have made a special effort to help ethnically diverse students achieve and belong.	1	2	3	4	5	6
6.	I think it is important that I make friends with students of other ethnic backgrounds.	1	2	3	4	5	6
7.	The instructors have made a special effort to help ethnically diverse students achieve and belong.	1	2	3	4	5	6
8.	More consideration should be given to the needs and interests of physically disabled students.	1	2	3	4	5	6
9.	More consideration should be given to the needs and interests of ethnically diverse MSJC students.	1	2	3	4	5	6
10.	The education of students should include course material that addresses the contributions of women and ethnic minorities to the field.	1	2	3	4	5	6
11.	More consideration should be given to the needs and interests of female students.	1	2	3	4	5	6
12.	I am not reluctant to tell people I go to school here.	1	2	3	4	5	6

		strongly agree	agree	disagree	strongly disagree	undecided	not applicable
13.	I do not participate in social activities on the campus because I feel that I do not belong.	1	2	3	4	5	6
14.	A student's ethnic background does not affect his/her ability to learn.	1	2	3	4	5	6
15.	Social or interest groups on this campus are primarily determined by race and/or ethnic background.	1	2	3	4	5	6
16.	The college has an obligation to promote and encourage positive interaction among all students in all aspects of campus life.	1	2	3	4	5	6
17.	Socially, MSJC is as integrated as students want it to be.	1	2	3	4	5	6
18.	Campus security officers treat all students in a fair and equitable manner.	1	2	3	4	5	6
19.	My counselors do not show any partiality to students on the basis of ethnicity or gender.	1	2	3	4	5	6
20.	MSJC is sensitive to the needs of students of all ethnic backgrounds.	1	2	3	4	5	6
21.	Multiple viewpoints on ethnicity are discussed:						
	a. in various disciplines throughout the campus	1	2	3	4	5	6
	b. only if introduced by students	1	2	3	4	5	6
	c. with enthusiasm by instructors and students	1	2	3	4	5	6
22.	MSJC is sensitive to the needs of disabled students.	1	2	3	4	5	6
23.	My instructors do not show any partiality to students on the basis of ethnicity or gender.	1	2	3	4	5	6
24.	I feel comfortable at MSJC and have a sense of belonging.	1	2	3	4	5	6
25.	My instructors have incorporated into their classes:						
	a. materials that acknowledge the contributions of people from a variety of ethnic groups	1	2	3	4	5	6
	b. materials that acknowledge the contributions of women	1	2	3	4	5	6
	c. various methods of teaching	1	2	3	4	5	6
26.	MSJC is sensitive to the needs of female students.	1	2	3	4	5	6

		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
27.	Multiple viewpoints on issues of gender are discussed:						
	a. in various disciplines throughout the campus	1	2	3	4	5	6
	b. only if introduced by students	1	2	3	4	5	6
	c. with enthusiasm by instructors and students	1	2	3	4	5	6
28.	The local community surrounding this campus responds to me generally by:						
	a. being receptive	1	2	3	4	5	6
	b. accommodating my needs and interests	1	2	3	4	5	6
	c. hiring me to work in its businesses	1	2	3	4	5	6
	d. resenting my presence	1	2	3	4	5	6

Please indicate how frequently you have had each of the following experiences at this campus since coming to MSJC.

1-frequently, 2 - occasionally, 3 - seldom, 4 - never, 5 - not applicable

		frequently	occasionally	seldom	never	not applicable
1.	I interact with my instructors after class or outside of the classroom.	1	2	3	4	5
2.	My instructors appear to be sensitive to the needs of students:					
	a. in general	1	2	3	4	5
	b. of my gender	1	2	3	4	5
	c. of my ethnic group	1	2	3	4	5
3.	My counselors appear to be sensitive to the needs of students:					
	a. in general	1	2	3	4	5
	b. of my gender	1	2	3	4	5
	c. of my ethnic group	1	2	3	4	5
4.	Interacting with my instructors is easy when I:					
	a. schedule individual appointments	1	2	3	4	5
	b. participate in class discussions	1	2	3	4	5
	c. arrange to discuss issues outside of class	1	2	3	4	5
	d. seek advice on my educational and career goals	1	2	3	4	5
	e. need help with materials taught in class	1	2	3	4	5
5.	When I interact on campus with students who are different from myself, it is through:					
	a. my classes	1	2	3	4	5
	b. study groups in class	1	2	3	4	5
	c. study sessions outside of class	1	2	3	4	5
	d. social or recreational activities	1	2	3	4	5
	e. my campus job	1	2	3	4	5
	f. student club activities	1	2	3	4	5

		frequently	occasionally	seldom	never	not applicable
6.	I have been treated rudely on campus by:					
	a. instructors of my ethnic group	1	2	3	4	5
	b. instructors of other ethnic groups	1	2	3	4	5
	c. instructors of the opposite gender	1	2	3	4	5
	d. counselors of my ethnic groups	1	2	3	4	5
	e. counselors of other ethnic groups	1	2	3	4	5
	f. instructors of the my gender	1	2	3	4	5
	g. students of my ethnic group	1	2	3	4	5
	h. students of other ethnic groups	1	2	3	4	5
	i. students of my gender	1	2	3	4	5
	j. students of the opposite gender	1	2	3	4	5
	k. campus personnel (specify office:_________________)	1	2	3	4	5
7.	I have seen or heard about campus events where:					
	a. specific ethnic groups are portrayed positively	1	2	3	4	5
	b. specific ethnic groups are portrayed negatively	1	2	3	4	5
	c. women in general are portrayed positively	1	2	3	4	5
	d. women in general are portrayed negatively	1	2	3	4	5
	e. the disabled are portrayed positively	1	2	3	4	5
	f. the disabled are portrayed negatively	1	2	3	4	5
8.	I have seen or heard about racist behavior initiated by:					
	a. support staff of my ethnic group	1	2	3	4	5
	b. support staff of other ethnic groups	1	2	3	4	5
	c. instructors of my ethnic group	1	2	3	4	5
	d. instructors of other ethnic groups	1	2	3	4	5
	e. students of my ethnic group	1	2	3	4	5
	f. students of other ethnic groups	1	2	3	4	5
	g. campus student clubs	1	2	3	4	5
	h. counselors of my ethnic group	1	2	3	4	5
	i. counselors of other ethnic groups	1	2	3	4	5
	j. administrators of my ethnic group	1	2	3	4	5
	k. administrators of other ethnic groups	1	2	3	4	5
9.	I have seen or heard about sexist behavior displayed by:					
	a. support staff of my ethnic group	1	2	3	4	5
	b. support staff of other ethnic groups	1	2	3	4	5
	c. instructors of my ethnic group	1	2	3	4	5
	d. instructors of other ethnic groups	1	2	3	4	5
	e. students of my ethnic group	1	2	3	4	5
	f. students of other ethnic groups	1	2	3	4	5
	g. campus student clubs	1	2	3	4	5
	h. counselors of my ethnic group	1	2	3	4	5
	i. counselors of other ethnic groups	1	2	3	4	5
	j. administrators of my ethnic group	1	2	3	4	5
	k. administrators of other ethnic groups	1	2	3	4	5

		frequently	occasionally	seldom	never	not applicable
10.	I have seen on campus:					
	a. books in the library written from a variety of racial, ethnic, or cultural viewpoints	1	2	3	4	5
	b. textbooks in the bookstore written from a variety of racial, ethnic, or cultural viewpoints	1	2	3	4	5
	c. art reflecting various ethnic cultures	1	2	3	4	5
	d. negative graffiti about women	1	2	3	4	5
	e. negative graffiti about men	1	2	3	4	5
	f. negative graffiti about ethnic groups	1	2	3	4	5
	g. negative graffiti about the disabled	1	2	3	4	5

Have you ever been the victim of discrimination or bias at MSJC due to any of the following? Or have you ever witnessed discriminatory or biased behavior toward someone else at MSJC due to any of the following?

	I have been the victim of discrimination	I have witnessed discrimination	If yes, the person displaying the discriminatory behavior was		
			an instructor	staff member	another student
a. Ethnicity	☐	☐	☐	☐	☐
b. Age	☐	☐	☐	☐	☐
c. Gender	☐	☐	☐	☐	☐
d. Disability	☐	☐	☐	☐	☐
e. Sexual Orientation	☐	☐	☐	☐	☐

Colleges vary considerably in the way they are perceived by people. Usually there is a "climate" or "campus atmosphere" which may be described along several scales. Please circle one number on each of the following scales which best characterizes the climate at MSJC as it pertains to special student groups (ethnic minorities, women, and disabled persons).

For example, if you think the atmosphere here is very relaxed, circle "1". If it is very tense, circle "5". If it is somewhere in between the two extremes circle, "2", "3", or "4".

Relaxed	1	2	3	4	5	Tense
Comfortable	1	2	3	4	5	Uncomfortable
Friendly	1	2	3	4	5	Hostile
Communicative	1	2	3	4	5	Reserved
Concerned	1	2	3	4	5	Indifferent
Respectful	1	2	3	4	5	Disrespectful
Cooperative	1	2	3	4	5	Competitive
Sensitive	1	2	3	4	5	Insensitive
Welcoming	1	2	3	4	5	Unwelcoming
Supportive	1	2	3	4	5	Unsupportive
Accepting	1	2	3	4	5	Unaccepting
Tolerant	1	2	3	4	5	Intolerant
Flexible	1	2	3	4	5	Structured
Open	1	2	3	4	5	Closed

Please give us your comments on the topic of special student groups and cultural diversity at MSJC.

Please circle the appropriate answer to the following questions: (Your answers will be used for statistical purposes only.)

1. Which is your primary campus?
   - a. Menifee Valley Campus
   - b. San Jacinto Campus

2. Number of units completed at MSJC?
   - a. 1-5
   - b. 6-12
   - c. 13-24
   - d. 25-36
   - e. 37-48
   - f. 49+

3. What is your gender?
   - a. Male
   - b. Female

4. What is your race/nationality or ethnic group?
   - a. American Indian/Alaskan Native
   - b. Black/African-American, Non-Hispanic
   - c. Asian
   - d. Pacific Islander
   - e. Chicano/Latino/Hispanic
   - f. Filipino American
   - g. White
   - h. Other Non-White
   - i. Decline to State

5. Do you have a [redacted] disability?
   - a. Yes
   - b. No

6. How old are you?
   - a. 18 and under
   - b. 19-22
   - c. 23-30
   - d. 31-40
   - e. 41-50
   - f. 51-60
   - g. over 60

7. How much formal education did your parents obtain?

Father		**Mother**	
a.	Did not graduate from high school	a.	Did not graduate from high school
b.	Graduated from high school	b.	Graduated from high school
c.	Some college	c.	Some college
d.	Holds a 4-year college degree	d.	Holds a 4-year college degree
e.	Holds a Master's, Ph.D., or other	e.	Holds a Master's, Ph.D., or other
f.	Don't know	f.	Don't know

THANK YOU FOR YOUR ASSISTANCE!

Mt. San Jacinto College
Memorandum

To: All MSJC Staff

From: Student Equity Committee

Re: Campus Climate

Date: 21 August 95

MSJC's Student Equity Committee is working on the *Student Equity Plan*, a high priority of both the college and the Chancellor's Office. Our goal is to ensure that all MSJC employees feel welcome; therefore, we would like for you to complete this survey.

Please bring your completed survey to Debbi May's office and place it in the marked receptacle, or mail it to her in the Disabled Student Services Office before August 28, 1995. Your responses will remain completely anonymous. If you have any questions, please feel free to contact Dana Reece Baylard, Director of Research (X2553) or Debbi May, Student Equity Committee Co-Chair (X1440).

Note: If you have already completed a Staff or Student survey, please return the blank survey.

Thank you!

Board of Trustees
Claire Broyles
Ann Motte
Donald Rohrabacher
Gwen Schlange
Wayne Stuart

MSJC
Mt. San Jacinto Community College District
San Jacinto Campus
1499 North State Street, San Jacinto, California 92583-2399 (909) 487-MSJC (6752)

Roy B. Mason II, Ph.D.
Superintendent/President

July 17, 1995

Dear MSJC Student:

Mt. San Jacinto College strives to provide an atmosphere that makes all persons desiring an education feel welcomed and valued. This year we are assessing how well MSJC is meeting this goal by sampling a select group of students. Your name was chosen to take part in this sample.

Would you please complete the enclosed survey and return it to us in the envelope provided. If you are a currently enrolled Summer semester student and have already completed the survey you do not need to complete a second survey.

Please return the survey by August 1, 1995. Again, thank you for your help. We sincerely appreciate your effort in helping make MSJC accessible to all students in our district.

Sincerely,

R. B. Mason
Roy B. Mason, Ph.D.
Superintendent/President

enclosure

Memorandum

To: All college personnel, ASB officers, student club members, and interested students

From: Student Equity Committee

Re: MSJC Student access and success

Date: 9 August 95

The Student Equity Committee is assessing campus climate, student access to MSJC, and student success. If you have *any* ideas regarding how the "climate" of MSJC can be improved so that all employees and students feel welcome, or if you have suggestions about how student access or course completion rates can be improved, *we want to hear your views.*

Whether your idea is as simple as moving a sign or as complex as restructuring an entire area or department, it is important to us. Please call Dana Reece Baylard (X2553) or leave a written response in her campus mailbox.

We look forward to hearing from you!

Disclaimer

Mt. San Jacinto College has made every reasonable effort to determine that everything stated in the catalog is accurate. Schedule information together with other matters contained herein, are subject to change without notice by the administration of Mt. San Jacinto College for reasons related to student enrollment, level of financial support or for any other reason at the discretion of the college. The college further reserves the right to add, amend, or repeal any of the rules, regulations, policies and procedures, consistent with applicable laws.

Guarantee of Nondiscrimination

The Mt. San Jacinto Community College District does not discriminate in its admissions, education programs, activities or employment policies on the basis of race, age, sex, religion, color, national origin, Vietnam era veteran's status or disability. The District is subject to Title IX of the Educational Amendments of 1972, Title VII of the Civil Rights Act of 1964 and 1972 and the Rehabilitation Act of 1973, Sections 503 and 504. Inquiries concerning the application of said regulations should be referred to the Affirmative Action Officer, Personnel Department, located in the Administration Building.

In compliance with Section 504 of the Rehabilitation Act, the District has developed a Disabled Students Program. The District encourages "mainstreaming" of disabled students into regular classes and the college offers support services to make education accessible. Inquiries concerning this program should be directed to the Coordinator of the Disabled Students Programs in the Student Center.

Mt. San Jacinto College is authorized, under federal law, to enroll nonimmigrant and alien students.

Garantia De No Discriminacion

El Distrito del Colegio de la Comunidad Mt. San Jacinto no descrimina en sus inscripciones, programas educativos, actividades o reglamento de empleos, basándose en raza, edad, sexo, religión, color, origen nacional, veterano de la época de Vietnam, o incapcidad. El distrito está sujeto al Titulo IX de la Enmienda Educacional de 1972, Titulo VII Dictamen de los Derechos Civiles de 1964 y 1972, y el Dictamen de Rehabilitación de 1973, secciones 503 y 504. Información concerniente a la aplicacion de dicho reglamentos deberá ser dirigida al Oficial de Acción Afirmativa, Departamento de Recursos Humanos, ubicado en el edificio administrativo del Plantel San Jacinto.

De acuredo con la sección 504 del Dictamen de Rehabilitación, el distrito ha desarrollado un Programa Para Estudiantes Incapcitados. El distrito exorta la integración de estudiantes incapcitados a clases regulares, y el colegio ofrece servicies de apoyo para hacer la educación accesible. Información concerniente a este programa puede ser obtenida del Coordinator(a) de Programa y Servicios Para Estudiantes Incapacidados, ubicada en El Centro Estudiantil del Plantel San Jacinto.

El Colegio Mt. San Jacinto esta autorizado, bajo la ley federal, a admitir tanto estudiantyes no immigrantes, asi como extranjeros.

Si necesita ayuda en Espanol, por favor hable a (909) 654-8011, Ext. 1700.

Affirmative Action/Staff Diversity Plan
ACTION PLAN SUMMARY

Notification:

Faculty and staff within the District are advised about this Affirmative Action/Staff Diversity Plan through inclusion in the "back-to-school" packets, through staff development activities, wide distribution of the Affirmative Action/Staff Diversity Plan, publication of annual reports/results, and screening committee orientation.

Community groups are advised about this Affirmative Action/Staff Diversity Plan through local distribution of job flyers, recruitment advertising that targets protected groups, publication of public service announcements, and administrative involvement in community service organizations.

Procedures:

Faculty hiring procedures have been completed and are awaiting final adoption as part of the "package" of AB-1725 shared governance documents. Management hiring procedures are included in the Management Handbook. A group from the Human Resources Committee will be formulating a recommendation for classified staff hiring procedures during 1993/94.

Recruitment plans for each opening are formulated by the Affirmative Action Officer. Past recruiting results, goals/timetables, funding availability, input from subject-matter experts and other related factors will all be considered in establishing recruiting plans.

Discrimination and sexual harassment complaints shall be directed to Karl Sparks, Dean of Human Resources and District Affirmative Action Officer, (909) 654-8011, extension 1158, Room 205, San Jacinto Campus. Students shall be advised of the complaint procedure through publication in the Student Handbook. Faculty and staff will be advised through inclusion in the annual "back-to-school" packet.

Parking accommodations for disabled students, faculty and staff are handled through the Human Resources Department.

Corrective Procedures:

Staff diversity funds will be used to improve applicant tracking, outreach to protected/under-represented groups, staff profile reporting, job participation and diversity awareness training.

Success will be defined as hiring results that reflect at least 30% hires from under-represented groups, and improved diversity in the staff profile.

Each screening committee will receive a comprehensive orientation prior to any screening activity.

A survey to identify faculty and staff with disabilities will be conducted in 1993/94, to allow inclusion in the Goals and Timetables.

A draft of a new, three-year plan and progress report was presented to the Board of Trustees at their November 8, 1993, meeting, prior to submission to the State Chancellor's Office by the December 1, 1993, deadline. The Board may consider recommendations for amendments at any time.

STAFF DIVERSITY RESULTS - ANNUAL HIRES

	FEMALE					MALE					TOTAL
	African Amer	Asian/Pac Isl	Caucasian	Hispanic	Nat Amer	African Amer	Asian/Pac Isl	Caucasian	Hispanic	Nat Amer	
ADMIN				1							
F/T FAC			3					3			6
P/T FAC			19	1				25	1		46
CLERICAL			7	3		1					11
SVC/MAIN			1	1				4			6
TECH/PAR			3	2				3			8
1990/91	0	0	33	8	0	1	0	35	1	0	78
	0.00%	0.00%	42.31%	10.26%	0.00%	1.28%	0.00%	44.87%	1.28%	0.00%	100%
ADMIN			1					1			2
F/T FAC		1	2			1		3			7
P/T FAC			3								3
CLERICAL			9	1							10
SVC/MAIN			1		1			2	2		6
TECH/PAR			3	1				3			7
1991/92	0	1	19	2	1	1	0	9	2	0	35
	0.00%	2.86%	54.29%	5.71%	2.86%	2.86%	0.00%	25.71%	5.71%	0.00%	100%
ADMIN								2			2
F/T FAC			2	1		1		3			7
P/T FAC									1		1
CLERICAL			8	2	1	1			1		13
SVC/MAIN								2			2
TECH/PAR								5			5
1992/93	0	0	10	3	1	2	0	12	2	0	30
	0.00%	0.00%	33.33%	10.00%	3.33%	6.67%	0.00%	40.00%	6.67%	0.00%	100%
ADMIN	1							1			2
F/T FAC			2								2
P/T FAC	2		31	4		1	1	35	2		76
CLERICAL	1		7		1						9
SVC/MAIN								3			3
TECH/PAR			4					1	1		6
1993/94	4	0	44	4	1	1	1	40	3	0	98
	4.08%	0.00%	44.90%	4.08%	1.02%	1.02%	1.02%	40.82%	3.06%	0.00%	100%

BEST COPY AVAILABLE

306 SEXUAL HARASSMENT POLICY

306.01

I POLICY STATEMENT:

Students and employees of the Mt. San Jacinto Community College District (MSJCCD) have the right to an environment for work and study within an atmosphere of intellectual inquiry, social responsibility, physical safety and psychological well-being which is free from unsolicited and unwelcome sexual overtures.

The MSJCCD has the responsibility and is committed to maintain a work place and educational environment which is free from sexual harassment, exploitation and intimidation. Therefore, sexual harassment of a student or employee by another student or employee will not be tolerated. Disciplinary action up to and including expulsion or termination will be instituted for behavior described in the following definition.

II DEFINITION:

Sexual harassment is defined as any unwelcome written or verbal suggestion with sexual overtones such as obscene letters, notes, comments, jokes, etc., inappropriate touching; attempts to kiss or fondle; or a suggestion that sex will result in better grades or relaxed attendance requirements or conditioned upon an employment benefit.

III PROCEDURES:

A) Student's/Employee's Responsibility:

Informal Resolution - Student's/Employee's who feel offended because of conduct that may constitute sexual harassment, should directly inform the person engaging in such conduct that such conduct is offensive and must stop.

Formal Resolution - If the informal resolution fails, or the student/employee feels threatened to follow the informal resolution, the following formal resolution should be followed:

(1) Report - Immediately report the behavior to the Dean of Students (if a student) or Personnel Director (if an employee). The complaint must be filed as soon as reasonably possible, but shall be no later than 60 calendar days after the conduct in question.

(2) Written Statement = The complaint must be in writing and the written statement shall identify the offending person or persons; include references to specific examples of offensive conduct; identify the remedy sought; and describe the informal efforts made to correct the situation.

B) Administrative Responsibility

1) Protect Privacy - Due to the sensitive nature of an allegation of sexual harassment, every effort will be made to protect the privacy of all individuals involved.

2) Review Evidence - The Dean of Students/Personnel Director will review all of the evidence presented on the case, by both parties.

3) Interview Parties Involved - The Dean of Students/Personnel Director will meet with all parties involved, together or separately depending on the situation and the delicacy of the case.

4) Interview Witnesses - The Dean of Students/Personnel Director will interview all witnesses to the sexual harassment.

5) Review Past History - The Dean of Students/Personnel Director will review any previous complaints of sexual harassment on the individual to check for pattern behavior.

6) Take Disciplinary Action - Action taken will depend on the nature of the offense, frequency, and circumstances of the incident. Minor offenses may result in written reprimands and/or suspension. Major or multiple offenses will lead to dismissal.

IV GENERAL STATEMENT:

Anyone making a good-faith complaint of sexual harassment shall not suffer retaliation. The purpose of the investigation and proceedings, brought pursuant to this policy, will be to ascertain the facts and to provide remedial and punitive action as justified by those facts.

MT. SAN JACINTO COLLEGE
PROGRAM AND FACILITIES ACCESS
TRANSITION PLAN

INTRODUCTION

Background

The following transition plan was developed by Mt. San Jacinto College under Title I and Title II of the Americans with Disabilities Act (hereafter referred to as the 'ADA"), §504 of the Rehabilitation Act of 1973 (hereafter referred to as § 504), and the implementing regulations of the United States Department of Justice (28 C.F.R. § 35.151(d)(1), also known as UFAS. This plan was developed in response to the self-evaluation conducted under the above cited titles. The self-evaluation included a thorough facilities access audit, a program/service audit, and an audit of employment practices of the District.

Although the initial self-evaluation has been completed, the college will continue to reassess accessibility of facilities, programs and services as well as employment opportunities on an ongoing basis. For this reason, the Transition Plan may be modified if the self-evaluation process reveals additional obstacles which might limit access to Mt. San Jacinto College's facilities, programs, services, and/or employment.

Implementation

Per § 309 of the Mt. San Jacinto Community College Board Policy Manual, the administrative officer assigned to monitor implementation of this plan and compliance with the ADA and §504 is the Vice President of Planning and Development. All questions, comments, or suggestions regarding this Transition Plan or its implementation should be directed to the Mt. San Jacinto College Office of Planning and Development, 1499 N. State Street, San Jacinto, California 92583.

In compliance with requirements of the Chancellor's Office of the California Community Colleges directing that a single office be designated to receive all complaints and grievances, all complaints and/or grievances under this plan and/or § 504 should be directed to the office of Human Resources, which shall forward these complaints to Planning and Development. Forms designed for this purpose are available from the District Human Resources Office on the San Jacinto Campus and the central office on the Menifee Valley Campus.

Public Comment

In accordance with U.S. Department of Justice regulations under Titles I and II, Mt. San Jacinto College has provided an opportunity to interested persons, including individuals with disabilities or organizations representing individuals with disabilities, to participate in the development of the Transition Plan. A number of individuals with disabilities as well as representatives of the

District D.S.P. & S. program were consulted and provided input while the Transition Plan was being developed. In addition, a college-wide survey was conducted, focusing on access needs on both campuses. Other interested parties are welcome to participate in this process by submitting comments on this Transition plan to the Office of Planning and Development. Copies of this plan are being provided on both campuses to all offices. A copy is also available for review in both campus libraries.

Time Line

It is the intent of Mt. San Jacinto College to complete implementation of the required elements of this Transition Plan no later than January 26, 1995. In addition, other elements of the plan will be implemented as possible in order to comply with both the letter and the spirit of the law in providing access to college facilities, programs and services for all otherwise qualified individuals.

Facilities Audit

The facilities on both campuses were evaluated through an audit conducted by an ad hoc Access Task Force. This task force included several disabled students, the D.S.P.S. Coordinator, the Director of Facilities, the Vice President of Business Services, and the Vice President of Planning and Development. Participating students were selected to participate in the audit of the campus at which they were enrolled, and included students with visual, auditory, and mobility disabilities. An ASL interpreter was present at all times to assist the hearing impaired students.

The audit was based upon direct inspection of all areas of the campus. The "Checklist of Existing Facilities" from The Americans with Disabilities Act: ADA Facilities Compliance Reference Manual was used as a guideline, as well as the "Auditing Facilities" section of Audit, Transition Plan, and Policy Statement for Higher Education.

Throughout the facilities audit, the standards referenced are the Americans with Disabilities Act Accessibility Guidelines (ADAAG). Many of these standards will also be found in the Uniform Federal Accessibility Standards (UFAS). In all cases of difference between the two federal standards, ADAAG was used as the final authority.

Programs and Services Audit

The Programs and Services audit covered instructional and student services programs on both campuses. The vice presidents, provost, and deans participated in the audit through the use of the "Title II and III" audit checklist in Audit, Transition Plan, and Policy Statement for Higher Education. The audit included a detailed review of all programs and services in the listed areas.

Employment

The audit of employment practices was conducted by the Dean of Human Resources. In addition to using the Title I materials from the above listed publications, the audit included a review of existing hiring practices and policies. Current Board approved position descriptions were also reviewed, including essential functions, minimum requirements, desirable characteristics, and lists of duties.

MT. SAN JACINTO COMMUNITY COLLEGE DISTRICT
Human Resources Department

DATE: April 15, 1994

TO: Roy Mason

FROM: Karl Sparks

SUBJECT: Goals for Human Resources

Affirmative Action Goal: improve representation of under-represented groups, maintain diversity as a high profile issue for students and infuse the curriculum with diversity.

This program must be given a high profile in everything we do over the coming year. With our new plan and board policy in place, I intend to concentrate on the employment aspect of the plan. While we anticipate fewer openings because of budget constraints, we must use every opportunity to improve our representation. TJ Walton will be attending a conference in June and will return to concentrate on student services and management training. I am hoping that Willie Hamilton will attend the "Managing Diversity" conference in San Diego in May. In turn, he can assume responsibility for infusing diversity into the curriculum. These three areas (employment, student services and curriculum) are the cornerstones of our plan, and I know that all three of us will be committed to making some measurable changes over the next year (or more).

Classification/Compensation Goal: gain support for a consolidated forced distribution compensation policy.

It is imperative that we have a comprehensive and comprehensible classification and compensation system in place before we get much larger. We expect to have the classification standards ready by the end of September. At that time, we can bargain the implementation with CSEA and begin working on job descriptions. Since we anticipate no structural salary increases, it is an appropriate time to redesign the salary schedule. Once we have a proposal (draft) ready, we can work with all the constituent groups to gain support.

Quality Customer Service Goal: make this the number one concern and priority for all faculty and staff.

The orientation in human resources must focus on providing quality customer services. In turn, this must permeate throughout the district, particularly as far as students are concerned. Staff development, in-service training, customer comment cards, empowering employees to make decisions/solve problems, and simplifying

MSJC
GENERAL EDUCATION REQUIREMENTS
For the Associate in Arts or Associate in Science Degree
(Proposal: Spring 1995)

Some courses may be listed in two areas; however, if a course is used in one area, it cannot be used to satisfy another area.

A. NATURAL/PHYSICAL SCIENCE

A minimum of 6 units is required and may be taken from any of the science classes listed below:

Anatomy & Physiology 101, 102; **Anthro** 101; **Astron** 101; **Biol** 110, 111, 115, 116, 125, 130; **Chem** 100, 101, 102; **Env Sci** 101; **Geog** 101; **Geol** 101, 102, 103, 105; **Nutrition** 101; **Physics** 101, 102, 201, 202

B. SOCIAL AND BEHAVIORAL SCIENCES

A minimum of 6 units is required. Three units are required in a U.S. History or Political Science course and 3 units in any other social or behavioral science course.

1. U.S. History or Political Science (3 units):
   History 111, 112; **Poly Sci** 101

2. Social Behavioral Sciences (3 units)
   Anthro 102, 103, 115, 116, 121, 299; **ECS** 110, 125; **Econ** 071, 072, 201, 202; **Geog** 102, 111; **Health Science** 121, 123; **Hist** 101, 102, 103, 104, 111, 112, 119, 120, 121, 123, 124; **Nutr** 100; **Poly Sci** 101, 102, 104 120; **Psych** 101, 102, 103, 104, 106; **Socio** 101, 102, 103, 105, 106, 108, 115, 129.

C. HUMANITIES

A minimum of 6 units is required and must be taken from at least two different subject areas below, except that 10 units in a single foreign language taken in courses numbered 100 or above, fully satisfies this requirement.

Art; **Dance; Early Childhood Studies** 131; **English** 102, 105, 107, 108, 112, 113, 120, 121, 130, 131, 203; **Foreign Language** ; **History** 101, 102, 103, 104; **Music**; **Photo** 118; **Philosophy**; **Speech** 102, 113; **ThArts**

D. LANGUAGE AND RATIONALITY

A minimum of 6 units is required

1. English Composition
   A minimum of 3 units required: **English** 98 or 101

2. Communication & Analytical Thinking -- One of the following options must be completed:
   A minimum of 3 units required - **CIS** 110, 114, 119, 120, 121; **English** 101, 102, 103, 105, 107, 108, 113, 120, 121, 130, 131, 145, 203; **Speech** 101, 103; **Philosophy** 103, 112

E. PHYSICAL EDUCATION & HEALTHFUL LIVING

A minimum of two courses in Group A or one course in Group B must be taken:

Group A: **PE** 090, 111, 112, 114, 117, 118, 130, 131, 132, 133, 134, 135, 136, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147; **Dance** 121, 122, 123, 126, 127, 128, 204, 212, 214

Group B: **DAN** 100, 125; HS 121; **Nutr** 100, 101; **PE** 100, 101-104, 105, 106, 107, 108, 110, 115, 117, 121, 122, 123, 124, 150, 151, 152, 160, 161, 162

F. MULTI-CULTURAL GENDER STUDIES

A minimum of 3 units required: **Anth** 102, 103, 121, **Hist** 103, 104, 121, **PS** 102, **Psych** 104, **Soci** 106, 115.

G. MATH COMPETENCY

May be demonstrated by passing **Math** 90 or any higher level math course with minimum grade of "C".

H. READING COMPETENCY

Collegiate-level reading competency may be demonstrated by passing any two non-\laboratory, non-activity, transfer-level courses in the Humanities or Social & Behavioral Sciences with a minimum grade of "C".

Major Requirements

Completion of at least 18 units in an approved defined major or in one of the group majors (1) Math-Science, (2) Humanities, (3) Social-Behavioral Sciences. In addition, several academic and most vocational programs offer specific majors. These are described in the program part of the catalog. Courses used to meet the general education requirements for the AA or AS Degree may be used to satisfy a major requirement.

Grade Point Average

A cumulative grade point average of 2.0 (C) or better in all degree applicable college courses taken.

Residency Unit Requirement

A student must complete at least 12 units in residence at Mt. San Jacinto College.

Total Unit Requirement

60 degree-applicable college units.

To take effect with the next catalog cycle.

Approved by Instruction/Curriculum Committee May 15, 1995

Program Planning Guide

Mt. San Jacinto College

TRANSFER CENTER

SJC • 1499 N. State Street, San Jacinto CA 92583 (909) 487-MSJC(6752) • (800) 624-5561
MVC • 28237 La Piedra Rd., Menifee, CA 92584 (909) 672-MSJC(6752) • (800) 452-3335

Purpose

The Transfer Center is designed to assist students with the process of transferring to an accredited baccalaureate colleges and universities. The Transfer Center is especially committed to the goal of increasing the transfer rate of under represented students to institutions of higher learning.

Transfer Center Services

- Academic Advisement
- Admission, housing, financial aid/scholarship information and assistance
- Information on specific majors and programs
- Library of college/university catalogs and brochures
- Articulation Agreements
- Special interest workshops
- Campus Tours
- Admission Application
- Video Library
- Individual counseling appointments with university representatives
- EUREKA Career Information System, School Finder, and College View softwares
- UC Riverside Transfer Admission Guarantee is to encourage students to begin work on their bachelor's degree at MSJC and then transfer to UCR to complete it.

Center Hours/Location

San Jacinto Campus

Location: Student Center Room 1101
Days: Monday and Tuesday
Time: 8:00 A.M. - 4:30 P.M.

Menifee Valley Campus

Location: Student Center Room 130A
Days: Wednesday, Thursday, and Friday
Times: 8:00 A.M. - 4:30 P.M. (W,TH)
8:00 A.M. - 4:00 P.M. (F)

More Information

San Jacinto Campus

Rosa Ramos Transfer Center Specialist	Ext. 1402 or 2411

Menifee Valley Campus

Rosa Ramos Transfer Center Specialist	Ext. 2411
Barbara Valdez Transfer Center Clerk	Ext. 2411

DRAFT

College Council revisions of August 28, 1995

STUDENT EQUITY

Co-chairs:
1 Faculty
1 Classified
1 Administrator/manager

Membership:
7-9 Faculty members to include at least:
  1 faculty representative from each of these standing committees: Budget Development, Human Resources, Institutional Planning, Instruction/Curriculum, Marketing, Matriculation and Student Services
  1 Counseling faculty member from each campus who may represent one of the above committees.

4-6 Classified members to include at least the Transfer Center and the Career Center specialists

3 Administrator/managers, to include the Superintendent/President, instructional administrator and student services administrator
2 Students, preferably one from each campus

Charge:
Develop and recommend programs, resources and policies (i.e., student equity plan) to increase the access, retention, completion and transfer of all student groups, especially under-represented ones. Ongoing coordination, evaluation and revisions of programs and policies designed to achieve student equity.

Proposed task forces:
Access and recruitment
Retention
Completion and transfer
Each co-chair will head one of these groups. Other task force units may be formed as needed.

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